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ABSTRACT

The final report documents development and accomplishments of Project STEP (Sequential Training Experiences in the Psychomotor Domain) for elementary level special education students. Evaluation components are outlined for 1979-80, followed by a review of Project STEP activities as related to initial objectives. Target subcomponents listed include demonstrating the project to others, disseminating materials, and training parents. Among appended material is information on planning a workshop on the project. Sample forms include parent needs assessment and child rating forms. Individual progress charts for 42 students are presented. Also appended are budget analyses, a list of staff training and dissemination activities, and an inventory of project equipment and supplies. (CL)

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FINAL EVALUATION REPORT

PROJECT S.T.E.P.

(Sequential Training Experiences in the Psychomotor Domain)

Submitted
by
Dr. Walter Cooper

Grant Number G007700878
Project Number 444AH70054 for 1977 - 1978
Project Number 444AH80495 for 1978 - 1979
Project Number 444AH90430 for 1979 - 1980

Handicapped Children's Early Education
Program - CFDA Number 13,444A
Dept. of Health, Education, and Welfare
Meridian Public Schools, Meridian, MS
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Title VI Part C, Education of the
Handicapped

EC140301

August 7, 1980

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A. INTRODUCTION

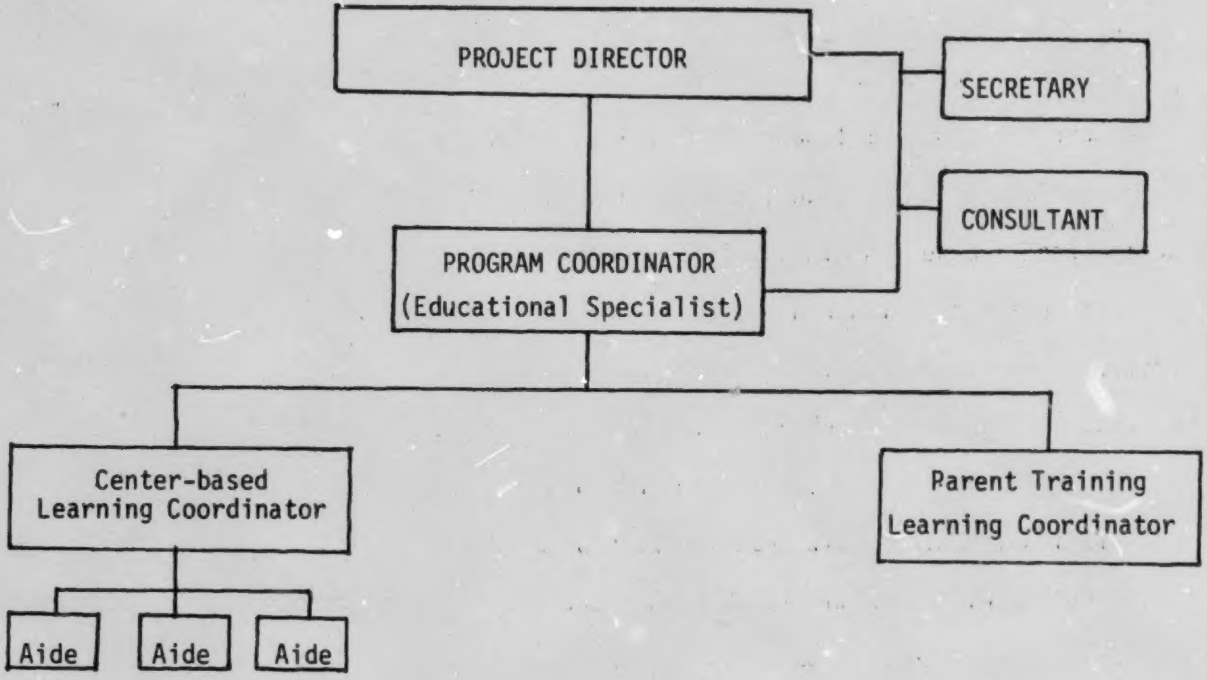
INTRODUCTION

Project S.T.E.P. utilized an evaluation system based upon the Discrepancy Evaluation Model (Provus, 1970). This model is organized around network levels for clarifying components (of the project) then utilizes evaluation questions to target the specific information needed. This method objectifies direction of the evaluation from the beginning of rather than merely making value judgements after the fact. That is, there were specified project goals and objectives and evidence is provided through the evaluation to document completion of the projected activities.

Project S.T.E.P. developed curriculum materials, implemented training for staff, children, and parents and sought to dissiminate information to other school systems and agencies. A parent lab development was a somewhat innovative component of the Project. This final project evaluation report summarizes the accomplishments of the project as well as documenting the activities of the final year

THIRD YEAR

S.T.E.P. ORGANIZATIONAL CHART


PROJECT DIRECTOR
SECRETARY
CONSULTANT
PROGRAM COORDINATOR (Educational Specialist)
Center-based Learning Coordinator
Parent Training Learning Coordinator
Aide
Aide
Aide

FACILITIES

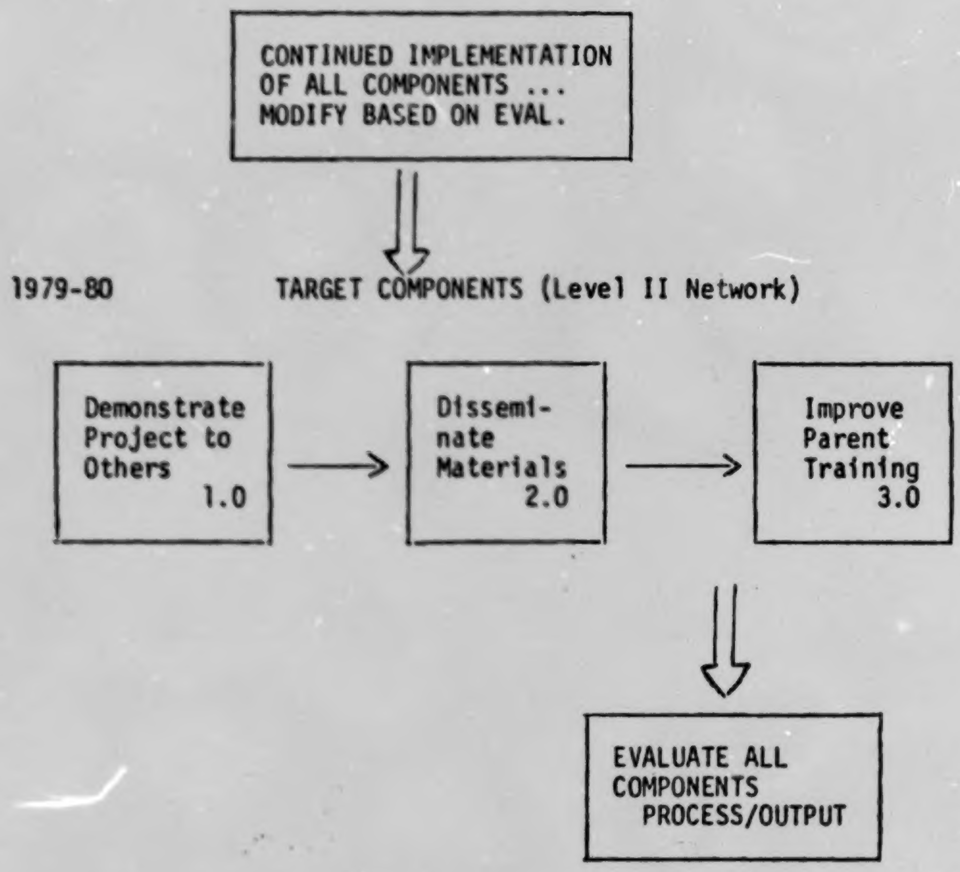
In Project S.T.E.P.'s first year of operation the observation room at Marion Park School was the only facility used for the implementation of the program. However, with the beginning of the 1978-1979 school year Project S.T.E.P. expanded into three additional satelite locations. This expansion was necessary in order to reach the eligible children in our school system for the program. At each Satelite location a room was provided to maintain a controlled environment while working with the children. Individual time schedules were set up for each child on a one to one basis to achieve maximum progress. Group activiies were also utilized with the participating children at each of the four facilities. The four locations utilized were: Marion Park, Crestwood, Parkfiew and West Hills Schools.

In the 1979-1980 school year Project S.T.E.P. has increased its services to other elementary schools in order to reach those eligible children in the system. The schools that are now being served are: Marion Park, Oakland Heights, Parkview, West End, Highland, and Witherspoon.

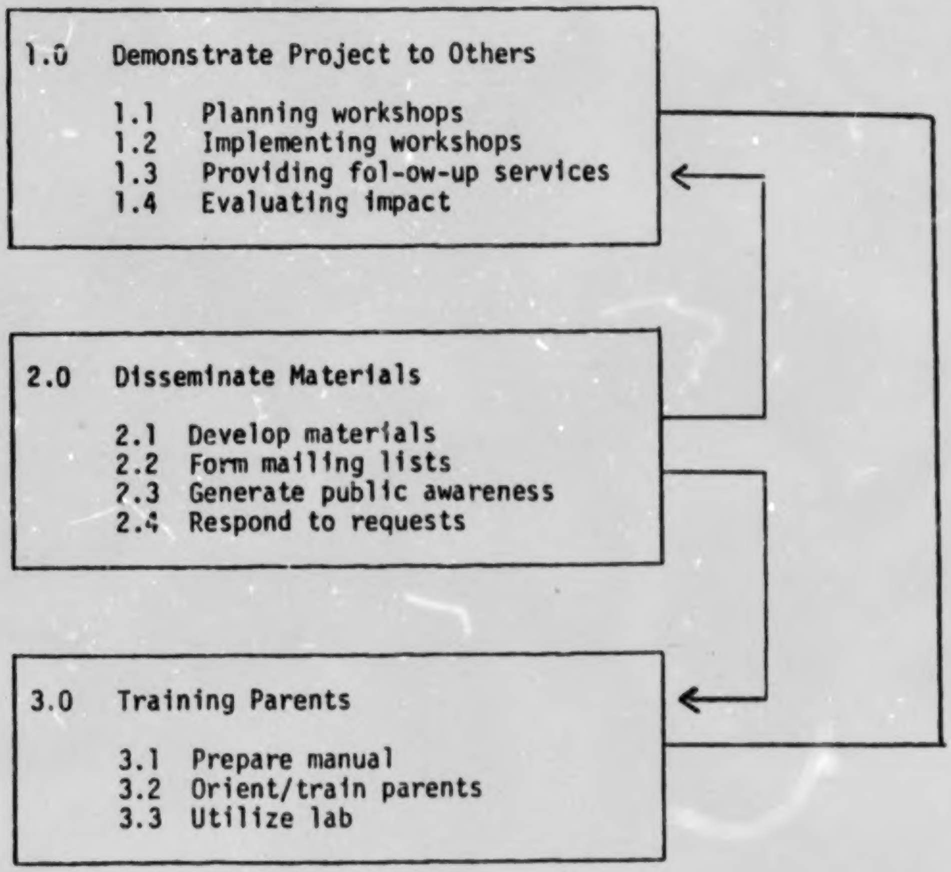
B. EVALUATION PLAN 1979-80

PROJECT S.T.E.P.

EVALUATION PLAN 1979-80


CONTINUED IMPLEMENTATION
OF ALL COMPONENTS ...
MODIFY BASED ON EVAL.
1979-80
TARGET COMPONENTS (Level II Network)
Demonstrate Project to Others 1.0
Dissemi-nate Materials 2.0
Improve Parent Training 3.0
EVALUATE ALL COMPONENTS PROCESS/OUTPUT

1979-80 TARGET SUB-COMPONENTS (Level III Network)



1.0 Demonstrate Project to Others

- 1.1 Planning workshops
- 1.2 Implementing workshops
- 1.3 Providing fol-ow-up services
- 1.4 Evaluating impact

2.0 Disseminate Materials

- 2.1 Develop materials
- 2.2 Form mailing lists
- 2.3 Generate public awareness
- 2.4 Respond to requests

3.0 Training Parents

- 3.1 Prepare manual
- 3.2 Orient/train parents
- 3.3 Utilize lab

CONTINUED IMPLEMENTATION

A. Day-to-day program to improve functioning

B. Curriculum guide (modifications -- based on consultant's review)

Project STEP will continue the day-to-day programming to improve the psycho-motor functioning of the exceptional children selected for special help. The screening, assessment strategies will continue in field testing and be carefully evaluated as to effectiveness. For example, the Bruininks-Oseretsky Test will not be utilized as it was deemed too difficult for the target group of kids. Criterion referenced tasks appear to be the most effective means of getting a somewhat valid indication of the child's functioning level.

The curriculum guide has undergone several modifications already. After consultant review in 1978-79 it is evident certain additions and modifications are warranted. This will also be considered during 1979-80 in trying to have a marketable product refined by the completion of the Project.

COMPONENT

DEMONSTRATION 1.0

Sub-Components

1.1 Planning workshop objectives and agenda

A. Evaluation Questions:

1. Are specific objectives, in measurable terms, evidenced?
2. Is the agenda (activities) referenced to the objectives?
3. Who is to be invited and how?

B. Data to be Utilized

Written, measurable objectives; pre-planned written agenda referenced specifically to objectives projected; mail out invitations designed to motivate participation.

C. Time Line:

This phase should be completed prior to implementing any of the workshops.

1.2 Implementing Workshops

A. Evaluation Questions:

1. Was the workshop implemented in a timely and efficient manner?
2. Was the material covered relevant to back home situations?
3. Was there enough participant interaction, discussion, question time?
4. Were the objectives of the workshop accomplished?

B. Data to be Utilized:

Observation, feedback session to conclude workshop, and evaluation questionnaire.

C. Time Line

This data should be gathered by the conclusion of each workshop. Evaluation of all workshops should be completed by June 1, 1980.

1.3 Providing Follow-up Services

A. Evaluation Question:

1. Were requests made for further orientation to STEP (e.g., on-site visits, etc.)?

B. Data to be Utilized:

Log kept (file information) on all requests for observation, on-site visits, additional information, etc.

C. Time Line:

Summary report completed by June 1, 1980.

1.4 Evaluating Impact of Workshops

A. Evaluation Question:

What indicators can be identified to document success of workshops in motivating schools to implement motor development programs? (e.g., staffing, equipment, time allotted, curriculum development, etc.)

B. Data to be Utilized:

Survey information from schools, agencies, who participated in workshops.

C. Time Line:

Data will be summarized by June 1, 1980.

2.0 Disseminate Materials

Sub-Components

2.1 Develop materials, e.g., brochures, A.V. tapes, film strips, etc.

A. Evaluation Questions:

1. Are there materials evident for dissemination purposes?
2. Are the materials related to specific goals, objectives, and do they realistically portray STEP?

B. Data to be Utilized:

Detailed plans of material, copies of material, critique by selected individuals

C. Time Line:

By February 1, 1980

2.2 Form Mailing Lists

A. Evaluation Question:

Was a comprehensive mailing list formed to include local Mississippi schools and agencies, regional and national representatives?

B. Data to be utilized: Critique of list

C. Time Line: By February 1, 1980

2.3 Generate Public Awareness

A. Evaluation Questions:

Is there evidence of public relations activities?

B. Data to be Utilized: Log of presentations, news articles, manuals/bruchures distributed, etc.

C. Time Line: Summary report by June 1, 1980.

2.4 Respond to Requests

A. Evaluation Question:

Have requests for information/assistance been promptly responded to?

B. Data to be Utilized: Records of requests and action taken to fulfill requests.

C. Time Line: Summary report by June 1, 1980.

3.0 Train Parents

3.1 Prepare parent training manual

A. Evaluation Question:

1. Has a practical/useful manual been prepared?
2. Is the manual referenced to the goals and objectives of the project?

B. Data to be Utilized: Parent feedback/critique reports through interviews and written responses.

C. Time Line: February 1, 1980.

3.2 Orient/Train Parents in Understanding and Implementing Programming with their Children

A. Evaluation Question:

Was parent training conducted? How much? With what objectives?

B. Data to be Utilized: Logs of contact times, meetings, planned training, attendance, indicators of success

C. Time Line: Summary report by June 1, 1980.

3.3 Utilize lab for orienting parents and demonstration to interested others.

A. Evaluation Questions:

1. Has the parent lab been utilized in training parents?
2. Is it an effective device for training parents?

B. Data to be Utilized: Records of amount of use; times, dates, etc.; information feedback from parent interviews.

C. Time Line: Summary report due by June 1, 1980.

PROJECT S.T.E.P.
Summary Chart - Evaluation Plan 1979-80

Sub Components	Evaluation Questions	Data to be Utilized	Timeline
1.0 Demonstrate Project			
1.1 Planning workshop	1. Are specific objectives, in measurable terms, evidenced? 2. Is the agenda (activities) referenced to the objectives? 3. Who is to be invited and how?	Written, measurable objectives; preplanned written agenda referenced specifically to objectives projected; mail out invitations designed to motivate participation	Feb. 1, 1980
1.2 Implementing workshop	1. Was the workshop implemented in a timely and efficient manner? 2. Was the material covered relevant to back home situation? 3. Was there enough participant interaction, discussion, question time? 4. Were the objectives of the workshop accomplished?	Observation, feedback session to conclude workshop, and evaluation questionnaire	June 1, 1980
1.3 Provide follow-up	1. Were requests made for further orientation to STEP (e.g., on-site visits, etc.)?	Log kept (file information) on all requests for observation, on-site visits, additional information, etc.	June 1, 1980
1.4 Evaluation impact	1. What indicators can be identified to document success of workshops in motivating schools to implement motor development programs (e.g., staffing, equipment, time allotted, curriculum development, etc.)	Survey information from school, agencies, who participated in workshops.	June 1, 1980

Sub Components	Evaluation Questions	Data to be Utilized	Timeline
2.0 Disseminate Materials			
2.1 Develop materials	1. Are materials evident? 2. Related to goals/objectives?	Plans, copies, critique	February 1, 1980
2.2 Form mailing lists	1. Comprehensive mailing list evident?	Critique of list	February 1, 1980
2.3 Generate public awareness	1. Evidence of public awareness?	Log of activities	June 1, 1980
2.4 Respond to requests	1. Prompt response to requests?	Records of requests and action taken	June 1, 1980
3.0 Training Parents			
3.1 Prepare manual	1. Has the manual been prepared? 2. Referenced to S.T.E.P. goals/objectives?	Parent feedback - interviews	February 1, 1980
3.2 Orient/train parents	1. Was training conducted?	Records of meetings indications of success	June 1, 1980
3.3 Utilize lab for parent orientation	1. Has the lab been utilized? 2. Is it an effective device?	Records of use, parent feedback, observation data	June 1, 1980

C. REVIEW OF ACCOMPLISHMENTS

This section reviews the progress of Project S.T.E.P. and each activity is presented as related to pre-set objectives

Accomplishments Listed in Chronological Order - 1978-79

OBJECTIVES 1.

The finalization of staff hiring and subject identification will be completed in the 1978-1979 year of funding.

Accomplishment

Project S.T.E.P. has filled all staff positions necessary for the operation of the program. These positions are: Director, Program Coordinator, Secretary, Parent Trainer, Home Base Supervisor, Center Base Supervisor, and two aides.

Presently, twenty-seven children are being served in Project S.T.E.P. However, as more children are identified and screened eligible they too will be picked up in the program.

OBJECTIVES 2.

The operational intervention phase of Project S.T.E.P. will be organized and put into effect.

Accomplishment

Project S.T.E.P. is in full operation, using its 42 instructional modules in the psychomotor domain as daily educational experiences and activities for 27 specially selected handicapped children within the zero to eight year old group.

Project S.T.E.P. is utilizing 4 locations or field sites in serving the selected children for the program including our home base site.

OBJECTIVES 3.

Initial and continuous evaluation of selected students will be accomplished and carried forth to the end of the school year.

Accomplishment

All students participating in Project S.T.E.P. were initially tested and screened through the Meridian Public Schools Special Education Department. After being screened eligible for Project S.T.E.P. the children are tested by a continuum checklist which was developed by Project S.T.E.P., as well as, the Bruininks-Oseretsky Motor Test

Data is collected daily by the staff in following the children's I.E.P. through their lesson plans. The staff also keeps daily records on child behavior per session. Every two weeks the children are retested on material that they have covered in the previous 2 weeks to ascertain how much information and experiences are being retained. This constant testing of the children affords the staff the opportunity to visualize gains and accomplishments by the children and also to zero in on any reccuring problems the children may have.

OBJECTIVES 4.

On going consultative services to project staff will be provided throughout the 1979-80 budget year.

Accomplishment

In-service and consultant services have been an integral part of Project S.T.E.P. since the first year of funding.

Various workshops have been held for staff members by such educators as Steve Robertson, Director of Early Education Center, Jackson, Mississippi, Mike Churton, Director of University of Southern Mississippi Motor Devleopment Program, Hattiesburg, Mississippi, and Diane Sanders, Supervisor of Special Education, Meridian Public Schools.

Additional workshops, conferences, on-site visits, and meetings include the following:

Behavior Modification technique at McDougal Center
Play to Grow Workshop at Boswell Retardation Center
Motor Development Workshop at University of Southern Mississippi
American Association on Mental Deficiency Annual Meeting
Consortium Meetings (Mississippi Early Services for the Handicapped) at North Mississippi Retardation Center
Consortium Meetings (Mississippi Early Services for the Handicapped) at Early Childhood Center in Jackson, Mississippi
Early Education Center Crippled Children's Hospital in Jackson, Mississippi
Mental Retardation Achievement Center in Demopolis, Alabama

ACCOMPLISHED TIME LINE PROJECTION AND PLAN OF ACTION 1978-79

1. Finalization of staff and subjects

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Accomplished						**					

The staff for Project S.T.E.P. as outlined in the 2nd year budget projection have been hired. The staff for the 2nd year are as follows:

Program Director - 100% full time
Program Coordinator - 10 months
Secretary - 100% full time
Center Based Coordinator - 9 months
Home Based Supervisor - part time
2 Aides
Parent Trainer - 9 months

2. Operational Intervention Phase

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Accomplished											

The staff is utilizing the 42 educational modules developed in serving 27 handicapped children.

3. Initial Evaluation of Subjects

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
		**	***	***	**	***	**	**	***	***	

All students were screened and evaluated before entering Project S.T.E.P. by the Special Education Department of Meridian Public Schools. Upon entering the program the children were evaluated by the continuum checklist developed by staff members, as well as the Bruininks-Oseretsky Motor Test.

4. Continuous Evaluation of Subjects

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Accomplished											

The children in Project S.T.E.P. are evaluated every 2 weeks by the Center Base Supervisor to zero in on problem areas and evaluate progress.

5. Collate Data

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Accomplished										***	***

Data is being complied and gathered daily. This information will be evaluated to analyze children's progress at the end of the school year.

6. Revision and refinement of Instructional Modules

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
		Accomplished									
**	**									**	**

The S.T.E.P. curriculum has been revised and refined and will at the end of the year be accessed again by staff members.

7. On-going Consultative Services to staff

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
***	***	***	***	***	***	***	***	***	***	***	**
Accomplished											

The staff of Project S.T.E.P. are exposed at each staff meeting to various educators or directors of other programs. These guest speakers present valuable information that address any weaknesses that the staff members may feel they have on methods or techniques of teaching.

8. Coordination with Agencies

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
***	***	***	***	***	***	***	***	***	***	***	***
Accomplished											

Project S.T.E.P. staff is currently working with local and state agencies in an effort to formulize a Directory of Service for Handicapped people in the state of Mississippi. This project is a cooperative effort between State Department of Education, RAP (Headstart), Early Childhood Center, Project RISE and demonstration grant for preschool hearing and language impaired children on a rural area.

9. Second Year Project Evaluation

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Accomplished										***	***

This progress report is a good indication of the accomplishments of Project S.T.E.P. However, the final evaluation at the end of the year will be a more concise and accurate report of progress.

10. Submission of Continuation Proposal

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Accomplished						***					

Accomplishments Listed in Chronological Order 1979-80

OBJECTIVES 5.

The staff of Project S.T.E.P. will demonstrate to parents, teachers, and other interested parties the use of the instructional modules.

Accomplishment

This was an on going objective throughout the 1979-80 school year. Presentations/demonstrations were given on the local and state level. The presentation consisted of a slide show as well as physical demonstration of activities and skills. (See Appendix for dates)

OBJECTIVES 6.

The staff of Project S.T.E.P. will disseminate the completed instructional modules to parents, teachers, special education consultants of the Mississippi State Department and other interested parties.

Accomplishment

Dissemination of materials developed was also an on going service rendered by Project S.T.E.P. staff. Brochures and curriculum were disseminated to public schools, state schools, federal programs, head start programs, and etc... (See Appendix for Data)

OBJECTIVES 7.

The staff of Project S.T.E.P. will train teachers, parents, and other interested parties to use the instructional modules in the psychomotor domain.

Accomplishment

In order to accomplishment this objective, local and statewide workshops were held. Parents, teachers, and administrators were brought in and trained in respect to the implementation of the S.T.E.P. curriculum. (See Appendix for Data)

OBJECTIVES 8.

The staff of Project S.T.E.P. parents, and teachers will help the children progress in their psychomotor development through the use of the instructional modules developed by the S.T.E.P. staff.

Accomplishment

In order to effectively achieve this objective, Project S.T.E.P. designed a cooperative program to include the staff, parents, and teachers.

First, a reduced form of the child's I.E.P. checklist was given to the parents to use at home with their children. This form enabled the parents to record and monitor the progress of their children. The parents were kept abreast of their children's progress through I.E.P. meetings, and on-site observations with the Parent Trainer.

In addition, we had, for those children who took the S.T.E.P. test and demonstrated above average skills, a separate course of action. If the children demonstrated above average skills in most areas but showed weaknesses in others, a letter was drafted and sent to the parent and teacher of that child, pointing out those specific weaknesses. The Physical Education teachers also received a copy of the letter.

This enabled all parties concerned to have input into the psychomotor development of each child. (See Appendix for Data)

ACCOMPLISHED TIME LINE PROJECTION AND PLAN OF ACTION 1979-1980

1. Continuation of revision and refinement of instructional modules.

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
		Accomplished									

Project S.T.E.P. at the end of the 2nd year of funding, revised the curriculum based on collected data during the year. In our third year of operation, revisions were made in regard to the sequential arrangement of the activities in several of the modules. These revisions were made based on experiences witnessed in day to day implementation and review of professional critiques.

2. Second year revision of instructional modules prepared and disseminated to staff.

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
	***	Accomplished									

The 2nd year revised curriculum was completed and disseminated to all staff members at their initial orientation at the beginning of the year. Also, those revisions made during the year were discussed and evaluated at specific staff meetings.

3. Continuous consultive services

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
	*	* Accomplished	*	*	*	*	*	*	*	*	

Project S.T.E.P. during the third year of funding utilized many consultants for both the staff meetings and parent meetings. The consultants utilized were contacted on request made by staff members and parents to discuss areas of concern or interest that they had during the program.

4. Provisions of workshops and in-service training.

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
		*	* Accomplished	*	*	*	*	*	*	*	

In-service workshops and program demonstrations were scheduled and presented throughout the year. The presentations/workshops were presented to local and state agencies and institutions.

5. Demonstration Service Available to all Interested Parties.

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
		*	*	*	*	*	*	*	*	*	
			Accomplished								

Brochures were developed and mailed to local, state, and national organizations, institutions, schools and federal programs. A slide presentation discussing the curriculum and parent program was developed and shown throughout the year to interested parties upon request. Also, other school systems were brought in for a one day intensive workshop for the purpose of replication of our program.

6. Dissemination of Project Materials

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
	*	*	*	*	*	*	*	*	*	*	*
			Accomplished								

The dissemination of project materials has been an on-going service throughout the year. Brochures were developed and mailed to stimulate interest in the program. Upon request received curriculums, parent manuals and workshop packets were mailed. Flyers were also developed and disseminated in an effort to stimulate community as well as statewide interest.

7. Third-year Final Project Evaluation

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
		Accomplished									***

The data compiled for this report was collected daily, and addresses the many facets of our program. Hopefully, the information within will give the reader an insight to the accomplishments made by the children and the efforts of the staff to enlighten others about the program and its concepts.

D. PARENT TRAINING PROGRAM

PARENT PROGRAM

The parent component of Project S.T.E.P. played an integral part in the success of the program. Therefore, the parents of the children in the program were involved as much as possible in the development of their child's I.E.P. Also, many activities were offered by the program to help stimulate the interest of the parents. Some of those activities were parent meetings, parent conferences, parent observations, and special events.

The Parent Trainer in Project S.T.E.P. was responsible for working with the parents of the children participating in the program on individual and group acquisition of skills required to support and to implement Project S.T.E.P. curriculum in the home.

In the 1979-1980 school year a new service was added to the parent program. This new service was the Parent Lab which was constructed at the Marion Park School. This lab provided the opportunity for the parents to learn more about psychomotor development, handicapping conditions, behavior management techniques, parenting skills, PL-94-142, and their rights as a parent of a handicapped child. In addition, VTR equipment was also available for the parents to view video tapes of the S.T.E.P. staff carrying out their child's I.E.P. on a daily basis. This enabled the staff to point out specific weaknesses of the children so the parents could support the program in the home by offering activities that help strengthen those weak skill areas.

STAFF PARENT PROGRAM EVALUATION

The parent component played an important part in the S.T.E.P. program. However, some of the criteria which is mandatory for an effective parent program must be noted in order to evaluate it. These are as follows:

1. WILLINGNESS TO PARTICIPATE IN PARENT MEETINGS

   The number of parents attending the S.T.E.P. parent meetings fluctuate from month to month. The range of participation was from five to fifteen parents. This was a fair turnout considering the fact that the parents determined the agenda for all the meetings.

2. WILLINGNESS TO PARTICIPATE IN OBSERVATIONS

   All the parents of the children in Poplar Springs attended their scheduled parent observation times. This was very encouraging, and offered the parent trainer the opportunity to usually point out undecided skill weakness.

3. WILLINGNESS TO PARTICIPATE IN IEP CONFERENCES

   All the parents of the children in Poplar Springs attended their scheduled IEP conferences. Although these meetings were mandatory for the parents, much correspondence, letters and phone calls, were necessary in order to achieve this goal.

4. WILLINGNESS TO PARTICIPATE IN AND TO UTILIZE PARENT LIBRARY FOR SELF EDUCATORS

   The parent lab was not utilized at first by many parents. However, constant reinforcement by the parent trainer began to pay off toward the end of the year. More than 50% of our parents utilized the lab in regard to checking out books, viewing video tapes, and discussing individual handicapping conditions with the parent trainer.

5. WILLINGNESS TO PARTICIPATE IN WORK COOPERATIVELY WITH PARENT TRAINER

   A definition of worked cooperatively would be open for individual interpretation. Many parents were extremely cooperative, others participated as much as they possibly could within their own guidelines.

6. WILLINGNESS TO PARTICIPATE IN IMPLEMENTATION OF HOME PROGRAM

   There were mixed feelings in regard to this aspect of the program. Although the parents were concerned about their childrens education, many felt this responsibility belonged to the program and the school system. However, better than 25% did participate in a home program and achieved marked progress and results with their children.

Based on these observations the following recommendations would be made for future parent programs.

1. Continue to allow the parents to inject their ideas and needs into the planning of the parent meetings.

2. Continue to encourage participation in IEP conferences and parent observations.

3. Strive to meet individual needs of parents if program focus does not meet their needs. Some of these techniques/methods would include: transportation, babysitting service, mailing of parent meeting materials, fluctuating meeting times, individual sessions dealing with specific problems, and special home instruction for implementation of skills.

4. Awareness/acceptance of the realities of parent participation in the program.

PARENT INVOLVEMENT PROJECT S.T.E.P.

Letters to Parents	
about Parent mtg	348
about IEP mtg, picnic, Lib. lab	109
	457
Phone Calls to Parent	
completed	157
attempts	85
	242
Phone Calls from Parents	37
In Person Contacts	
parent mtgs	54
IEP mtgs	28
other (visits to lab, etc.)	21
	100
Home Visits	
IEP mtg	6
Other (teacher S.T.E.P. skills, forms filled out, etc.)	24
	30
Parent Observation at School	19
VTR session	25
	44
Library Lab	
used lab	76
books, films, etc., checked out	45
	121
Special Events	
Grant opening of library lab	33
End of Year Picnic	70
	113

E. AWARENESS WORKSHOP

The information included relative to the Workshop conducted includes:

- *Agenda
- *All forms utilized in S.T.E.P.
- *Information on the Parent Lab
- *Information on "entry procedures"

PROJECT S.T.E.P.

(SEQUENTIAL TRAINING EXPERIENCES IN THE PSYCHOMOTOR DOMAIN)

WORKSHOP

MAY 5, 1980

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

CFDA Number 13,444 A

MERIDIAN PUBLIC SCHOOLS, MERIDIAN, MISSISSIPPI

An Equal Opportunity Employer

Public Law 91-230, Title VI Part C, Education of the Handicapped Act

WORKSHOP AGENDA

9:00 - 9:30 - Registration

9:30 - 9:45 - Energizer Activity

9:45 -10:45 - Observation of Program

10:45 -11:15 - Reactions to Site Visits

11:15 -12:15 - Introduction to S.T.E.P. Program

12:15 - 1:30 - Lunch

1:30 - 3:30 - Demonstration Activities

Section A

Testing Methods/Materials

Section B

Parent Program

Section C

Implementation Process/Forms

3:30 - 4:30 - Evaluation/Wrap Up
Back Home Application
(Outreach)

PROJECT S.T.E.P. RECORDS

Numerous forms have been developed for keeping records in Project S.T.E.P. in order to meet requirements mandated by law. Revisions for improvements are frequent.

I. Student and Family Forms

A. Family Contact and Participation in Project S.T.E.P.

All contacts with the child's family members are recorded on this form including dates, purpose of contact, and the staff member making the contact. This includes telephone calls, conferences, observations, home visits, letters, parent meetings, parent lab visits, and any other form of contact which takes place.

B. Parent Permission

Permission for the child to participate in Project S.T.E.P. is the first form required. This includes authorization for access to the child's records, acknowledgement that an IEP will be developed for the child, and agreement to participate in the parent training program.

C. Consent for Photography

Authorization to take pictures of the child and family is the second form requested of the parents; it must be explained and the signature witnessed.

D. Parent-Child Needs Assessment

Specific needs of the child and the parent are secured in simple "Yes," "Sometimes," and "No" answers in this form which is completed for the parents.

E. Student Information Form

Information pertaining to family, background, medical, speech, hearing, and behavior histories is secured from the parents during the initial meeting.

F. Child Evaluation Matrix

Tests and evaluations are entered by date on this form to provide a general overview.

G. Psychomotor Check List/IEP

This form is used in the following manner:

1. The child is pretested and the first column is used to record pretest levels. (A description of these levels is on the last page of this form.)
2. Projected post levels are recorded in the second column.

3. Projected dates for completion of individual components are recorded in the third column.
4. The dates teaching of the individual skills actually begin are recorded in the fourth column.
5. The fifth column is used to record the actual dates the skills are completed.
6. The post test levels are recorded in the sixth column.
7. Mid evaluations are recorded in the seventh column.
8. Final evaluations are recorded in the eighth column.
9. The remaining columns are used to record the child's daily performances (4/5, 3/3, etc.).

H. Student Profile

Pertinent data pertaining to the child's performance is recorded on this form.

I. Attending/Behavior/Performance Check Sheet

Symptoms of potential problems are assessed in the following areas:

1. Attending and readiness skills
2. Social behavior
3. Verbal performance
4. Physical performance

This assessment is made twice during the year--at the beginning of the year or at the time the child enters the program, and at the end of the year.

J. Narrative Report

Each child's instructor writes a report based upon the "Attending/Behavior/Performance Check Sheet," describing the child's performance. At the end of the year, a second "Narrative Report" is written to evaluate the child's performance.

K. Behavior Check List

Inappropriate behaviors are recorded daily on this form. "Variables" include the absence of his classroom teacher, substitute instructor for his S.T.E.P. session, an unpleasant occurrence prior to his session, or anything which would influence his behavior.

L. Project S.T.E.P. Skills Chart

This chart lists all the skills in the curriculum. One copy is placed on the wall at school, and one copy is given to the parent to keep at home for the child to see his progress as he completes each skill.

M. Folder Check Sheet

This form is stapled inside the front cover of each child's folder, and as required forms are completed and placed in the folder, they are checked off.

II. Project S.T.E.P. Staff Development and Evaluation Form

A. Staff Development Questionnaire

Staff development is a vital part of Project S.T.E.P. Input from the staff in the development of an effective in-service program is requested in this form.

B. Paraprofessional Rating Scale

Paraprofessionals evaluate their performances, the Learning Center Supervisor evaluates the paraprofessionals' performances, and they are compared for the purpose of improvement in performances.

C. Teacher Evaluation Criteria

The Parent Trainer and Learning Center Supervisor evaluate their performances, then the Program Coordinator evaluates their performances.

D. Evaluation of Administrative Personnel

The Project Coordinator and Program Coordinator evaluate their performances. The Project Coordinator then evaluates the Program Coordinator's performance.

E. Consultants Utilized in Projects

Consultant services are recorded on this form.

F. On Site Visits

Visits to other projects, schools, and institutions are recorded on this form.

G. Educational Meetings/Conferences

Reports of meetings and conferences are recorded on this form.

H. Contact Report

This form is used to record communication concerning specific project activities or consultation.

I. Workshop/In-service Evaluation

Evaluation of workshops and in-service programs inables the staff to improve services.

III. Awareness and Dissemination

A. Advisory Council Meeting

This roster of attendance enables the staff to keep an accurate record of Advisory Council participation.

B. Community Activities

Awareness and dissemination activities within the community in the form of radio, television, newspaper, and meetings with clubs and organizations are recorded in this manner.

C. Requests for Information

This form is utilized in recording all requests for information.

D. Project S.T.E.P. Participant's Evaluation Form

This form of evaluation enables the staff to modify and improve workshops.

E. Presentation Evaluation

Evaluations of thirty-minute awareness presentations are requested on this form.

F. Project S.T.E.P. Visitors

Visitors are requested to sign this form for project records.

FAMILY CONTACT AND PARTICIPATION IN PROJECT S.T.E.P.

Child ______________________________ Family Member ______________________

Address ________________________ Relationship _______________ Telephone ________

DATE	PARTICIPATION	STAFF CONTACT

PROJECT S.T.E.P.
MERIDIAN PUBLIC SCHOOLS
P.O. BOX 31
MERIDIAN, MS. 39301

PARENT - PERMISSION

NAME OF CHILD ______________________________________
First Middle Last

TEACHER ______________________________________

I give permission for my child to be considered as a participant in the program entitled Project S.T.E.P. and to participate in the program if selected.

I understand that an individual program for ____________ ______________________________, will have to be developed; therefore, I authorize the release of any available educational evaluations on file in Meridian Public Schools to better meet the particular needs of my child.

I will participate in the monthly parent training program and carry out ___________________________________ individual program at home.

____________________________________ ________________________
Signature of Parent or Guardian Date

PROJECT S.T.E.P.

CONSENT FOR PHOTOGRAPHY

CHILD

DATE OF BIRTH

PARENTS/LEGAL GUARDIAN

DATE

Project S.T.E.P. has my authorization to take pictures of my child and myself for purposes the staff deems proper to use in the interest of research, educational, or scientific purposes, and for public awareness.

This form has been explained and I understand the contents.

STAFF MEMBER

PARENT/LEGAL GUARDIAN

WITNESS

PARENT/LEGAL GUARDIAN

PROJECT S.T.E.P.
PARENT NEEDS ASSESSMENT

Please answer the following questions as fully as possible. This information will help us plan more effectively to meet your needs. Thank you for your cooperation.

	Level of Awareness			How important is this to you?			Do you need information in this area?	
Place a check in the appropriate columns.	Very Knowledgeable	Somewhat Knowledgeable	Not Knowledgeable	Very	Sometimes	Not	Yes	No
1. Do you have an awareness of normal developmental patterns?								
2. Do you understand the disability and special needs of your child?								
3. Do you have an awareness of the IEP process and your role and responsibilities?								
4. Do you have an awareness of PL94-142, and you and your childs rights?								
5. Are you aware of the community resources available to help you and your handicapped child?								
6. Are you aware of health and nutrition needs of your child?								

Place a check in the appropriate columns

	Yes	No
Is your child a contributing member of the family?		
Do you feel able to manage your child's behavior at home or in public?		
Do you feel you as a parent are a valuable aid to teaching children new skills?		
Do you establish responsibilities or tasks for your child at home?		
Examples____________________ ____________________________ ____________________________ ____________________________		
Are you comfortable teaching skills to your child while being observed?		
Do other family members assist with learning activities related to your child?		
If so who?____________________ ____________________________ ____________________________ ____________________________		

List three (3) things you want your child to learn how to do:

____

____

____

What are the problems or habits your child has that need changing?

____

____

____

What are your childs favorite books/games/activities?

____

____

____

List the strengths or good points about your child:

____

____

____

____

____

Please check the appropriate answers for the following:	Yes	Sometimes	No
Does your child have problems with:			
seeing			
hearing			
speaking			
eating			
sleeping			
Does your child do the following:			
toileting			
dress self			
undress self			
feed self			
wash face/hands			
brush teeth			
brush/comb hair			
Does your child help:			
in the kitchen			
with young children			
with cleaning			
in the yard			
run errands			
care for animals/pets			
List other________________________			
Does your child relate positively with:			
brothers			
sisters			
father			
mother			
other relatives			
older neighborhood children			
young neighborhood children			
children same age			
nonrelated adults			

Put a ✓ beside the words that describe your child.
Put an X beside the words that describe you.

	✓	X
happy		
friendly		
independent		
shy		
sad		
moody		
prefers to be alone		
very active		
unusually fearful		
a discipline problem		
quiet		
cries		
fights		
fails to finish things		
tells lies/stories		
gets upset easily		

How does your child feel about getting up in the morning?

How does your child feel about going to school?

How does your child feel when he comes home from school?

How does your child feel about bedtime?

How much time do you spend with your child?

Are you interested in assistance in working with your child?

______Yes ______No

Check all the ways that you would like to receive information:

______Monthly Parent Meeting
______Large Group Sessions
______Small Group Sessions
______Presentations by Parent Trainer
______Role Playing
______Guest Speakers
______Home Visits
______Letters/handouts
______Telephone
______Films, Tapes, Slides
______Discussions/Sharing Groups
______Books/Pamphlets
______Workshops
______Parent Support Groups
______Parent Trainer/Parent Conference

CIRCLE ALL ANSWERS THAT APPLY

Best time to meet: Morning/afternoon/evening

Best days: Monday / Tuesday /Wednesday/ Thursday/ Friday

How often to meet Weekly / Monthly / Twice Monthly

Once a semester

How long for meetings to last: 45 minutes / 1 hour / 1½ hours

What would encourage you to attend parent programs:

______Interest in topic

______Free materials

______Babysitting

______Transportation

______Helping my child in school

______Green stamps

______Pay milage to attend

Other ____________

____

____

CHECK ALL TOPICS INTERESTED IN:

1. ________ PL94-142 and how it applies to your child.
2. ________ Behavior Management/Parenting Skills
3. ________ The IEP Process and your role and responsibilities
4. ________ Teaching S.T.E.P. Skills in the Home
5. ________ Handicapping Conditions
6. ________ Community Services for Handicapped Persons
7. ________ Sex Education for your child
8. ________ Rainy Day Activities for your child
9. ________ First Aid in the Home
10. ________ Child Development
11. ________ Better Parent/Child Communication
12. ________ Health/Nutrition for Growing Children
13. ________ Problem Solving Discussions
14. ________ Teaching Self Help Skills
15. ________ Career Education for your handicapped child
16. ________ Planning for the future for your handicapped child

Other Topics:

____

____

____

____

____

People I know in the community I would like to hear speak:

Name______________________________ Topic________________________

Name______________________________ Topic________________________

Name______________________________ Topic________________________

Name______________________________ Topic________________________

Name______________________________ Topic________________________

Name______________________________ Topic________________________

PROJECT S.I.E.P. STUDENT INFORMATION FORM

Child's Name ________________ Date of Birth ____________

I. Family Background

A. Father ________________ Home Phone ____________

Address ________________________________

Occupation ________________ Marital Status ____________

B. Mother ________________ Home Phone ____________

Address ________________________________

Occupation ________________ Marital Status ____________

C. Family members living in home

NAME	AGE	RELATIONSHIP

II. Medical History

Child's Physician ________________________________

Has your child ever suffered any serious injury or undergone surgery? ________

If so, please explain ________________________________

Most recent medical examination ________________________________

Is your child currently receiving medication? ________________________________

If so, for what reason? ________________________________

Does your child have seizures? ________________________________

At what age did they begin? ________________________________

How frequently do they occur? ________________________________

Do the seizures occur at any particular time? ________________________________

How severe are the seizures? ________________________________

Does your child have any visual problems? ________________________________

If so, explain. ________________________________

Please indicate any significant tests or evaluations and their results.

____

____

III. Speech and Hearing History

Does your child have a speech difficulty? ____________________

At what age was the speech difficulty first noted? ____________________

Please describe the speech difficulty. ____________________

____

What efforts have been made to overcome the speech problem? ____________________

____

Has your child ever had a hearing loss? ____________________

Do you presently suspect your child has a hearing loss? ____________________

IV. Behavioral History

Does your child have any of the following problems?

____ Eating problems
____ Shyness
____ Excessive crying
____ Resentment
____ Jealousy
____ Inattentiveness
____ Restlessness
____ Temper tantrums
____ Overactivity
____ Underactivity

Other ____________________

Does your child have friends he plays with regularly? ____________________

Are they his own age __________ older __________ younger __________.

What activities does your child enjoy? ____________________

____

V. Physical

What are your child's physical limitations? ____________________

____

CHILD INSTRUCTOR DATE

PROJECT S.T.E.P.
FOLDER CHECK SHEET

_____ Family Contact and Participation in Project S.T.E.P.

_____ Parent Permission

_____ Consent for Photographs

_____ Parent/Child Needs Assessment

_____ Student Information Form

_____ Student Evaluation Matrix

_____ Psychomotor Check List/IEP

_____ _____ Attending/Behavior/Performance Check List

_____ _____ Narrative Reports

WEEKLY BEHAVIOR CHECK LISTS

_____ 8/28 - 9/1
_____ 9/5 - 9/8
_____ 9/11 - 9/15
_____ 9/18 - 9/22
_____ 9/25 - 9/28
_____ 10/2 -10/6
_____ 10/9 -10/13
_____ 10/16 -10/20
_____ 10/23 -10/27
_____ 10/30 -11/3
_____ 11/6 -11/10
_____ 11/13 -11/17
_____ 11/20 -11/22

_____ 11/27 - 12/1
_____ 12/4 - 12/8
_____ 12/11 -12/15
_____ 1/2 - 1/5
_____ 1/8 - 1/12
_____ 1/15 - 1/19
_____ 1/22 - 1/26
_____ 1/29 - 2/2
_____ 2/5 - 2/9
_____ 2/12 - 2/16
_____ 2/19 - 2/23
_____ 2/26 - 3/2

_____ 3/5 - 3/9
_____ 3/19 - 3/23
_____ 3/26 - 3/30
_____ 4/2 - 4/6
_____ 4/9 - 4/12
_____ 4/16 - 4/20
_____ 4/23 - 4/27
_____ 4/30 - 5/5
_____ 5/7 - 5/11
_____ 5/21 - 5/25
_____ 5/28 - 6/1

PSYCHOMOTOR MOVEMENTS

1.00 BASIC MOVEMENTS

- 1.10 Locomotor
  - 1.11 Roll
  - 1.12 Crawl Creep
  - 1.13 Walk
  - 1.14 Run
  - 1.15 Hop
  - 1.16 Jump
  - 1.17 Leap
  - 1.18 Slide
  - 1.19 Gallop
  - 1.110 Skip

- 1.20 Non Locomotor
  - 1.21 Lift
  - 1.22 Push
  - 1.23 Pull
  - 1.24 Stretch
  - 1.25 Twist Swing

- 1.30 Manipulative
  - 1.31 Handling Objects
  - 1.32 Roll
  - 1.33 Throw
  - 1.34 Catch
  - 1.35 Strike Kick

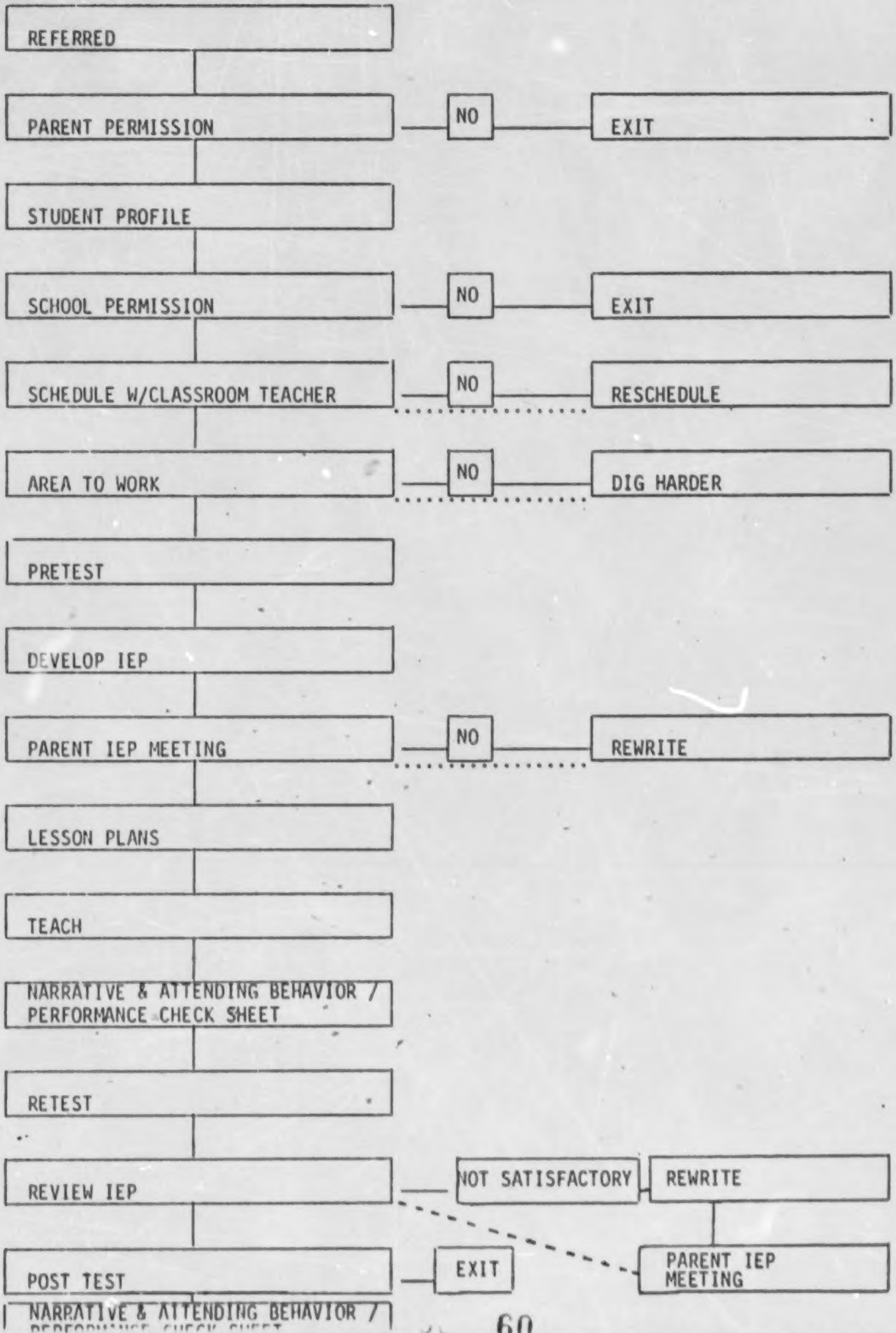
2.00 PERCEPTUAL / MOTOR

- 2.10 Body Awareness
  - 2.11 Body Image
  - 2.12 Laterality
  - 2.13 Directionality
  - 2.14 Spatial Discrimination
- 2.20 Form Perception
- 2.30 Visual Discrimination
- 2.40 Auditory Discrimination
- 2.50 Tactile Discrimination
- 2.60 Balance
  - 2.61 Static Balance
  - 2.62 Dynamic Balance

3.00 PHYSICAL FITNESS

- 3.10 Strength Muscular Endurance
- 3.20 Flexibility
- 3.30 Agility & Coordination
- 3.40 Cardiovascular Endurance

PROGRAM IMPLEMENTATION CHART



EQUIPMENT NEEDED

Partially inflated ball

Balloon - from McDonald's, banks, bread stores

Paddle tennis paddle - stocking paddle

Big plastic bat

24" Cone - batting tee - Safteplay tee & bat

Plastic hockey stick

Chalk

Chalkboard

Eraser

Paper (preferably no lines)

Pencil

2 Flashlights

Colored fingertip training paper, cut out of construction paper or cloth

Shake N' Match - keys, coins, chain, pencil, tap, any noise

Tom Tom - hit floor with pencil or use hands

Tactile circle - old materials: cloth, sandpaper, wax paper, etc.

Something heavy & light

Activity block - 2" x 4" x 12"

Box - chair, bench, low table

Beam - 2" x 4" x 6"

Trampa. - inner tube with canvas cover, old box springs

Walking stilts - coffee cans with rope tied through bottom to hold

Hoop - rope made into circle, plastic tubing

Bean bags - make at home

Stationary bicycle - put brake under tricycle or bicycle to hold off floor

EQUIPMENT AND/OR SUBSTITUTES NEEDED FOR TESTING

Mat-carpet, grass, floor
Ladder
Incline - hill
Stairs
Agility rope - make yourself, carpet squares, tile
Standards - stick held in hand - over books
6" Cone - anything 6" high
Rope
Chair
Wagon - rope with something heavy tied to one end
Wall
Climbing rope - pole
Chin bar
Jar with screw-on top
Pounding block - hammer nail into wood
Tricycle
Gadget board - door knob, cabinet latches & locks, zipper, button, nuts & bolts
Tire - from junk yard, service station or tire store
Clothespins - rocks, pencils
Coffee can - milk carton, jar
Finger Play Vol. II - can sing into tape player or just sing
Record player
Shoe lacer - child or adult shoe
Playground ball
Soft softball
Tether tennis ball - old tennis ball or wiffle ball with string
Stop watch - watch or clock with second hand

VEL	1. (Less than 25%)	2. (25% or better)	3. (50% or better)	4. (75% or better)	5. (90% or better
	A. Does not perform task at all with assistance or demonstration.	A. Performs task with complete physical guidance and verbal or visual help. B. Meets ½ of time, length, height, distance, and performance criteria, but movement or task is not fliud.	A. Needs slight physical cue and verbal or visual help. B. Meets time, length, height, distance and performance criteria but movement is not fluid. C. Meets ½ of time, length, height, distance and performance criteria with fliud movements.	A. Successful in all but one element of task or movement needing only verbal, physical or visual cue.	A. Total independence, meets all requirements.

PROJECT S.T.E.P.

STUDENT PROFILE

Student Name ______________________________

Date of Birth ______________________________

School ______________________________

Date of Entry ______________ Date of Exit ______________

Inniated PEICC Pretest ______________________________

Completed PEICC Pretest ______________________________

S.T.E.P. Teacher ______________________________

Classroom Teacher ______________________________

Medical and/or Physical Considerations: ______________________________

____

____

Tests Administered ______________________________

____

Current Level of Functioning:

A. Strengths: ______________________________

____

____

____

B. Deficits: ______________________________

____

____

____

Comments: ______________________________

____

____

____

________________________ CHILD

________________________ BIRTH DATE

CHILD EVALUATION MATRIX - PROJECT S.T.E.P.

1. CHECKSHEETS						
a. Exhibited Behavior						
b. Learning Strategies						
c. Communication Evaluation Chart						
d. Project TEACH Activity Sheet						
e. Project S.T.E.P. Behavior Check List						
2. EVALUATIVE SCALE FOR PUPIL PERFORMANCE						
a. T.M.R. Performance Profile						
b. Y.E.M.A. Performance Profile						
c. Alpern Boll						
3. INTELLIGENCE AND APTITUDE TESTS						
a. Cattell Infant Intelligence						
b. Stanford Binet						
c. Leiter						
d. WPPSI						
e. Slosson						
f. Hiskey Nebraska Test						
g. Metropolitan Readiness						
h. WISC-R						
4. ACHIEVEMENT						
a. WRAT						
5. LANGUAGE						
a. Peabody						
b. Utah						
c. Fairview						
d. Golden-Fristoe Test of Articulation						
e. Boehm Test of Basic Concepts						
f. PPVT						
6. SOCIAL MATURITY SCALE						
a. Vineland						
7. EYE AND HEARING						
8. PSYCHOMOTOR						
a. Project S.T.E.P. Evaluative Inventory Continuum						
b. Bruininks-Oseretsky						
c. Denver						

5. LANGUAGE						
a. Peabody						
b. Utah						
c. Fairview						
d. Golden-Fristoe Test of Articulation						
e. Boehm Test of Basic Concepts						
f. PPVT						
6. SOCIAL MATURITY SCALE						
a. Vineland						
7. EYE AND HEARING						
8. PSYCHOMOTOR						
a. Project S.T.E.P. Evaluative Inventory Continum						
b. Bruininks-Oseretsky						
c. Denver						
9. BEHAVIORAL OBSERVATIONS						
a. S.T.E.P. Narrative Behavior Report						
10. VIDEO AND TAPE RECORDING						
11. REFERRAL FOR FURTHER TESTING						
a. Speech & Hearing Clinic						
b. Weems Mental Health Center						
c. University of Miss. Medical Center						
d. Lauderdale County Health						
e. Jaycee Evaluation Center						
f. Talem Clinic						
g. Willowwood Development Center, Jackson						
h. Oschner Clinic, New Orleans						
i. Tulane, New Orleans						

Why Parents Are Included In Project S.T.E.P.

Parents are the first and most influential teachers of their children. Handicapped children need assistance in developing to their fullest potential and their parents need assistance in providing appropriate experiences and an environment in which the child's fullest potential can be recognized.

Recent legislation Public Law 93-380 and Public Law 94-142 mandate parental involvement in their child's education program. To comply with such mandates this parent program informs parents of their rights and involves them in the child's education so that by working together educational programs and services can be improved.

Research has supported parental involvement in education. The involvement of parents in the education of their children facilitates maintenance over time of gains made by the children. The skills in Project S.T.E.P. are taught sequentially and maintenance of skills is essential for the success of the child. The parent/teacher team is recognized as an important factor in a successful psychomotor developmental program.

Approaches Used

Project S.T.E.P. Parent Program utilizes a variety of approaches to stimulate parental involvement. Group meetings, classroom observation, home visits, and the use of the library - lab are the methods used to reach individual and groups of parents.

The sequence used--group meetings, classroom observations, and home visits--enable parents to become acquainted with what Project S.T.E.P. is, who is involved, how S.T.E.P. skills are taught in the classroom, and how the learning process can be continued at home.

Tips for Generating Parental Involvement

Communication is the key factor.
Establish rapport with both parents and children.
Use language that can be easily understood--no educational jargon.
Listen and show interest in their ideas, questions, and problems.
Get acquainted with each child, as this is one of the best leads into conversation with the parent.
Dress casually to put the parent at ease and allow for movement in teaching S.T.E.P. skills.
Individualize your approach according to each family's needs, abilities, and interests.
Seek the parents' opinions.

Ask questions to generate discussion; use questions that require more than a yes/no answer.

Observe body language and interaction of family members.

Utilize the "Parent/Child Needs Assessment" to the best advantage. (more about this later)

Be flexible in working with individuals and groups in deterrent situations.

Use a variety of group sizes and materials.

Consider the best meeting times for all parents.

Allow parents to share their experiences with each other.

Demonstrate a professional attitude.

Put aside feelings that the parents are unable to help their child--make an effort to help both.

Give positive but honest information to the parents regarding the progress or inquiries of their child.

Be persistent in developing parent participation.

Send letters notifying parents of meetings.

Call the day of meetings as a reminder.

Provide babysitting and/or transportation services when needed.

Offer to meet with working parents when it is concenient for them before or after school or on their lunch hour.

Emphasize parental involvement is vital for their child to achieve long term benefits from the program.

Parent/Child Needs Assessment - See attached form

The Parent/Child Needs Assessment form is filled out by the parent when the child is admitted to the program. The questions asked help the parent trainer determine any specific problems the parents might have in dealing with their child. The assessment also provides an emotional picture of the child and the parent.

The Parent/Child Needs Assessment is used to provide a basis for topics discussed at the parent meetings. For example if many parents indicated on the assessment that they have trouble recognizing developmental norms, then the parent trainer would provide a parent meeting on child development and developmental norms.

Parent Meetings

Purposes - Acquaint parents with Project S.T.E.P.
Encourage participation in and contribution to Project S.T.E.P. and their childs education program.
Create awareness of educational programs and the law.
Develop Positive Parenting Skills.
Provide information according to family needs.
Establish supportive relationships with other parents.
Include the family in special events.
Acknowledge the right of parent involvement.

Parents are notified of parent meetings by letter and called the day before or the day of the meeting to remind and ask if babysitting or transportation services are needed.

Establish the best day and time for the meetings in the first group meetings.

When the parents arrive provide name tags and introduce them to each other.

Use an "icebreaker" (get acquainted activity) to start the meetings.

Present material on several levels, use filmstrips, tapes, slides films, displays, books, handouts, discussions, role playing, games, small and large group activities.

Use language they understand.

Choose confident parents to volunteer or demonstrate skills at the beginning of the meeting to start things moving.

Stimulate and direct discussions.

Use behavior modification techniques by praising and encouraging parents.

Parion Park Learning Center classroom is used for Project S.T.E.P. meetings.

Parent group meetings not only acquaint parents with psychomotor skills involved in the S.T.E.P. program, but cover such topics as child development, handicapping conditions, behavior management techniques, and educational laws and parent/child rights.

The "Parent/Child Needs Assessment" is used to choose the topics according to the interests, problems, or questions expressed by the parents.

Classroom Observation

Purposes - Acquaint parents with their child's level in Project S.T.E.P.
Demonstrate the use of equipment.
Observe effective teaching techniques.
Watch for proper performance of program skills.
See the child's records noting areas of strengths and weakness.
Meet the child's S.T.E.P. Teacher.
Provide orientation and introduction to S.T.E.P. skills to be taught during home visits

The parent receives the "Parent Check List" prior to observations to help the parent know what to expect and what to look for during the session. Skills are explained to the parents as the child is performing them and behavior management techniques that are used are pointed out. The classroom observation helps the parent become better acquainted with Project S.T.E.P. and what their child is actually doing in the program. At the end of the session the "Parent Check List" is reviewed. The parents are given the chance to ask questions, then appointments are made for the next approach--the home visit.

If parents are unable to observe their child in the classroom a video taped session of the child is recorded and parents are able to view this tape at their convenience in the library lab.

Home Visits

Purposes - Instruct parents in procedures for teaching S.T.E.P. skills.
Give assistance to parents in the utilization of home facilities to fit program needs.
Explain how to use the skills chart.
Develop techniques to handle problems as indicated on the needs assessment.
Encourage parent and family participation in Project S.T.E.P.
Complete forms for information or consent purposes.

Considerations to keep in mind are the parents' schedule, their levels of ability to work with the child, the availability of other family members to work with the child, and apporpriate work areas.

The parents are instructed in the proper performance of each skill to be worked on.

Behavior modification techniques and the exact cues to work with the child in school are explained.

Usually begin by role playing teaching the skills.

Contacts are weekly or bi-monthly to check progress, update skills being taught, solve problems, and reinforce and encourage the parents.

If there are problems the parent trainer can

Observe a session of the parent/child and assess the situation.

Put aside teaching S.T.E.P. skills until other problems can be remediated.

Change the schedule.

Include other family members in the training sessions / or suggest another family member to work with the child.

Change teaching or behavior management techniques.

Library Lab

Purposes - Encourage parents and families to learn more about child development, handicapping conditions, parenting skills, and current educational laws.

Provide a source of motor skill games and activity ideas to support S.T.E.P. skills.

Enable lower functioning parents opportunities for acquisition of knowledge through filmstrips, cassettes, and tapes.

Develop the parents ability to discover additional knowledge independently or by questioning the staff.

Create an atmosphere of quiet relaxation where parents can escape home pressure for absorption of materials of interest or benefit to them.

Parents are able to suggest materials that might be beneficial to them; catalogs are available in the lab for those who may wish to suggest materials to be ordered or order materials themselves.

Books are topically grouped for easy access and annotated bibliographies are provided for easy selection of materials of interest.

The audio visual equipment is available to them to view films, tapes, cassettes, or taped sessions of their child.

The library lab is open to all parents of handicapped children in the Meridian Public School System. Checkouts are usually for two (2) weeks.

Tips for Setting up a Library Lab

Central location, easy access, maximum hours of operation (8-4), staff member available to help parents operate audiovisual equipment or select materials.

Materials available in parent lab should include books, phamplets, filmstrips, cassettes, and tapes on such topics as:

Behavior Management Techniques
Parenting Skills
Psychomotor Skills and Activities
Handicapping Conditions
Edcuational Laws and Parent/Child Rights
Child Care
Self Help Skills

The Project S.T.E.P. Parent Program provides these services mentioned; the group meetings, classroom observation, home visits, and the library-lab in order to maximize parental involvement in the program. Every effort is made to deal with the parents on an individual basis according to their needs. The parent program is an important factor in maximimizing the child's success in Project S.T.E.P. Hopefully, by utilizing the parent/teacher "team approach" the education of the total child will be achieved.

F. INDIVIDUAL CHILD PROGRESS

D. INDIVIDUAL CHILD

PROGRESS CHARTS

The enclosed charts illustrate the individual child progress (n=42) of the children involved in the S.T.E.P. sequential training program during the 1979-80 school year. The dotted line represents progress from beginning to middle of the year and the solid line from the beginning to the end of the year.

The scale is based upon the total number of sequential learning tasks rated on a 0-5 scale for skill in performing the tasks. The total possible ranges from 0 to 860 (some children's maximum possible was less than 860 due to physical handicaps).

As can be observed, progress was observed among all children, some much more pronounced than others due to starting levels of skill. This data would appear to substantiate the value of daily one-on-one instruction in developing motor skills for exceptional children who were in need of a 'special physical education program.'

The following information carefully outlines the process of developing the individual child's program and charting progress (prepared by Project S.T.E.P. staff).

Entry Procedures

Special Education Department

Before a child can enter the S.T.E.P. Program, their eligibility must first be established. This process is accomplished by screening the roles of the elementary students in reference to their date of birth. These children who are eight years of age or under, and will not exceed that age before the duration of the program, are identified as eligible.

Parents

The next step is that of contacting the parents of the eligible children in order to obtain their permission to work with the children.

Elementary Schools

The principals/classroom teachers are the next to be approached. After obtaining their permission, a schedule is then devised to work with each child in such a manner that their daily academic schedule is not disrupted.

Pretest

The child is now administered the pretest to determine the level at which he/she is performing according to the S.T.E.P. curriculum. (There is no teaching at this point, only demonstration if the child does not understand the verbal instructions.)

The next phase of the assessment is referenced to the five (5) levels of performance. (See Appendix C)

A level of four (4) or five (5) is considered a good performance, and any mark below that determines a need for individual work. While testing, if a child receives a level of four (4) in any module, the testing is stopped, and the tester continues to the next module. Because of the sequency of the activities from simple to complex, it is assumed that if the child fails Item A in a module he/she will not be able to accomplish Item B in that module. The testing period takes from two (2) to ten (10) days depending on the child's progress. The testing is accomplished daily in thirty minute sessions with each child.

IEP

The IEP is constructed from the information gathered during the pretest. This data demonstrates to the parent, teachers, and children the areas that need improvement, the level at which the child is functioning, and the projected level the child is expected to achieve at the end of the school year.

The staff discuss the IEP with the parents, and with their permission begins the process for implementing the program. This involves the construction of lesson plans by the teachers from the IEP and curriculum.

Definitions

Pretest - where the child is performing now

Projected Post Test Level - level at which student is expected to achieve after instruction

Post Test Level - designates actual level of performance after instruction

Tally - shows day to day progress

Curriculum Implementation

The curriculum consist of forty two (42) modules. Each module contains performance objectives, sequential learning activities, materials or equipment, prompts and reinforcers, and evaluation criteria. The curriculum is so constructed that each module evaluation criteria is referenced to sequential learning activities to aid the teaching process. The curriculum also list common faults performed by the children to be aware of during teaching. The teacher begins the lesson plan by teaching one (1) or two (2) activities (found under sequential learning activities) before teaching the item not passed. (found under evaluation criteria) (Each test item can be found under sequential learning activities with a short description of how the task is to be performed.)

Teaching Process

After working with the child from three (3) to five (5) days, a narrative is constructed by the teacher stating the child's physical, behavioral, and social tendencies. This information is recorded on the Attending/Behavior/Performance Check List.

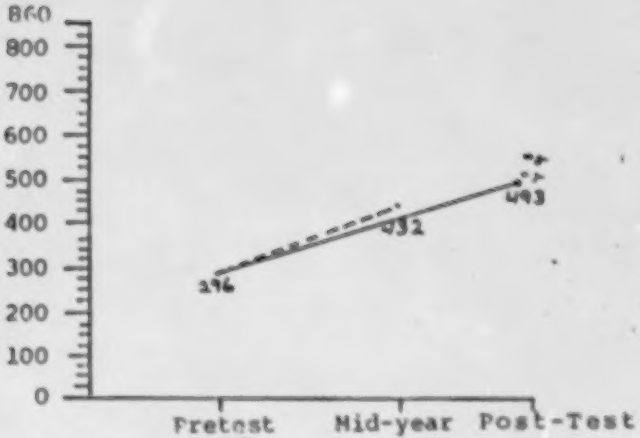
While teaching, the teacher keeps daily behavior sheets and tallies so that daily progress may be kept on each child. Any problem encountered by the teacher is reported to the learning supervisor for solutions. New ideas in teaching skills are also solicited from the teachers during weekly staff meetings. When the teacher feels the child has reached the projected IEP level, for a certain task in a module, the teacher proceeds to the next item in that module.

Testing is administered periodically to determine the progress of the children. (approximately four (4) times a year) Following the pretest, the items which the children did not achieve a level five (5) are counted and divided by four (4). The teacher should teach only those items that have the next up-coming test date and also any items that were not achieved on previous testing dates. For example, the first one fourth (¼) of items missed will be tested on the first test date. (approximately every two months.) On the second test date the next one fourth (¼), plus all items not passed on the first test date will be tested, etc.,

At any time during the year that the teacher feels a level has been projected too high for a child to attain, observations will be made by the supervisor during the instruction of that particular skill, and an evaluation will be made prior to suggestions to lower the projected level. (If necessary alternate teaching methods are utilized.)

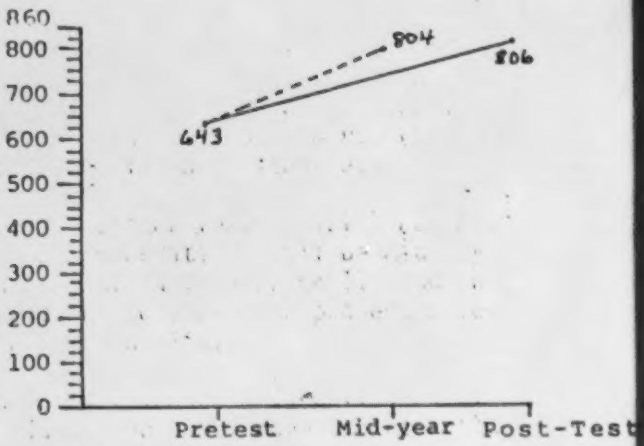
A child progress chart is placed in the classroom as well as in the home with the parents to graphically display progress made by the child. Upon completion of each activity on the chart the child places a star beside it demonstrating success in that endeavor. Hopefully, this will give the children some incentive to achieve and progress in their individual program.

At the end of the year, a Post Test is administered to determine actual progress made by the children. At this time the teacher also completes an exit narrative for each child as well as an Attending/Behavior/Performance Check List.



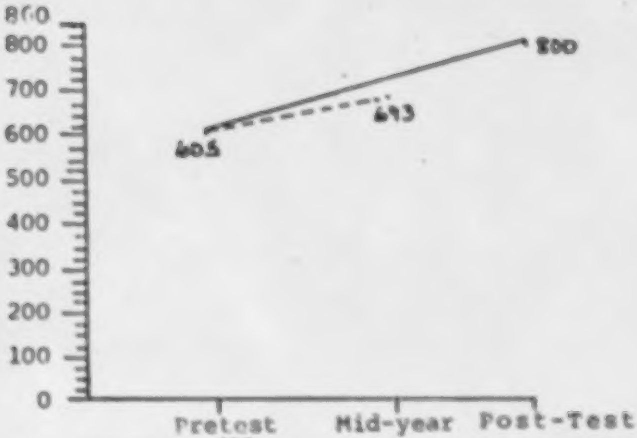
STUDENT BB

TIME IN PROGRAM 8 months



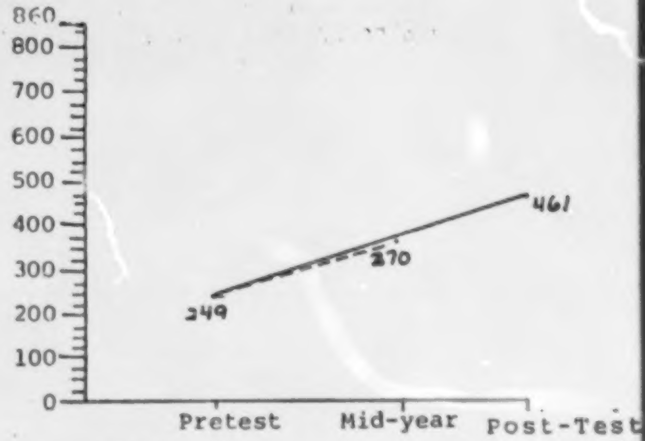
STUDENT SB

TIME IN PROGRAM 8 months



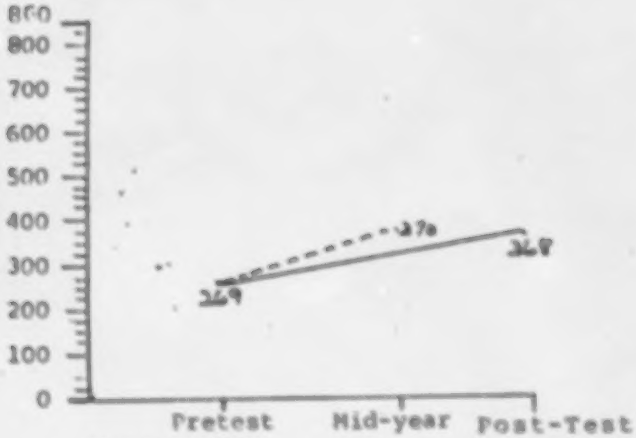
STUDENT MC

TIME IN PROGRAM 7 mo. 2 weeks



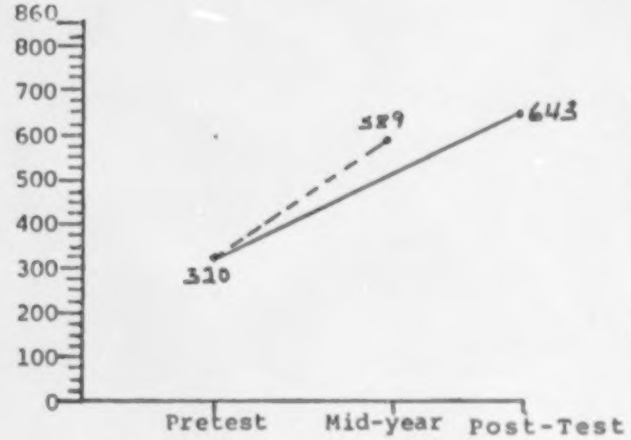
STUDENT CC

TIME IN PROGRAM 8 months



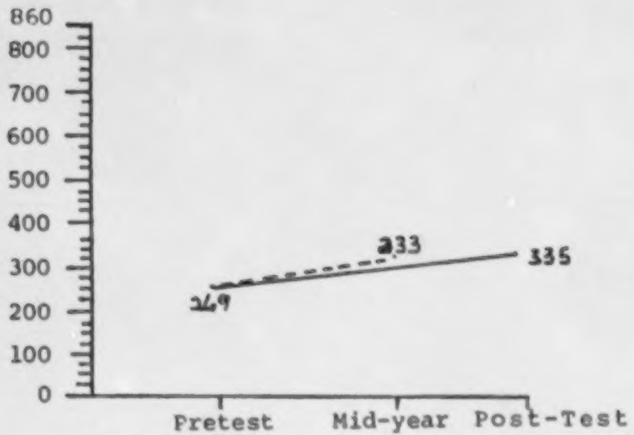
STUDENT WC

TIME IN PROGRAM 8 months



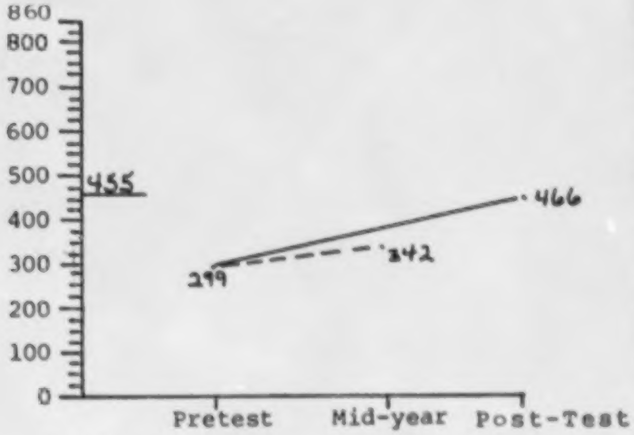
STUDENT KD

TIME IN PROGRAM 8 months



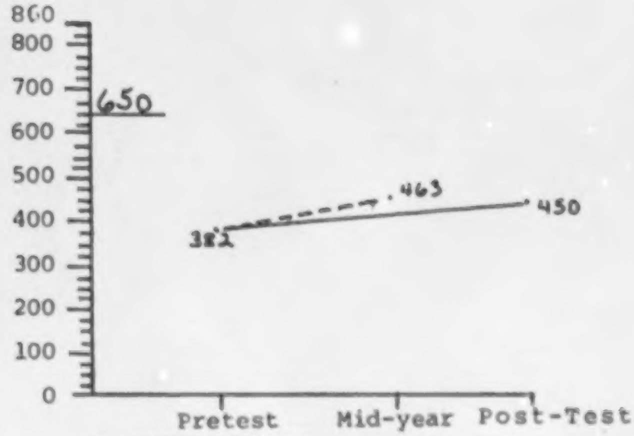
STUDENT DJ

TIME IN PROGRAM 7 months



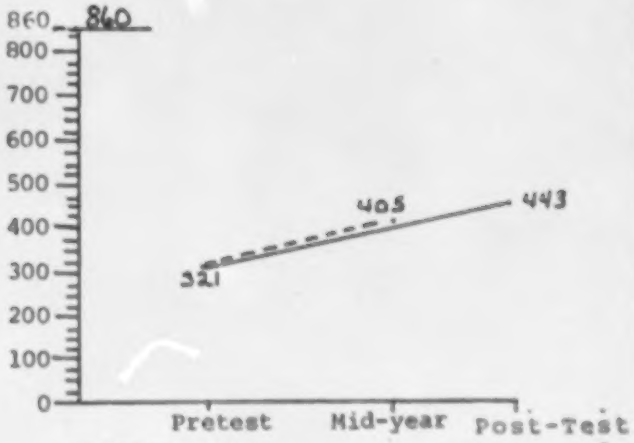
STUDENT RJ

TIME IN PROGRAM 7 months



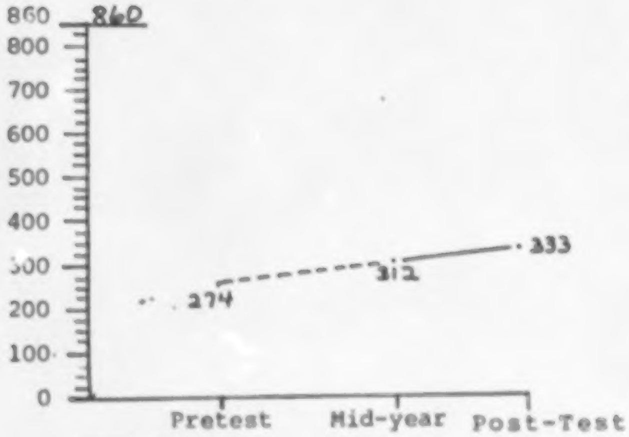
STUDENT NK

TIME IN PROGRAM 5mo. 2 weeks



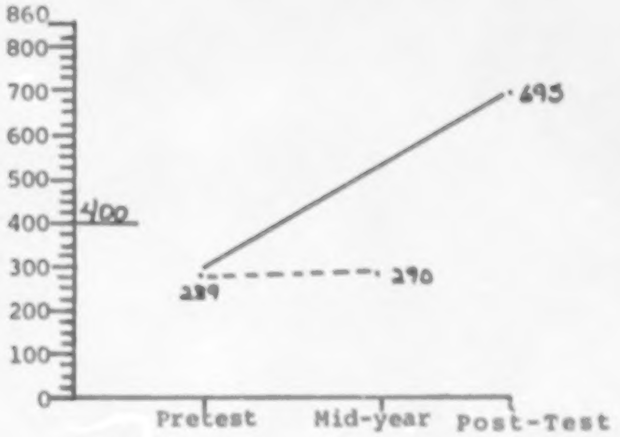
STUDENT CM

TIME IN PROGRAM 8 months



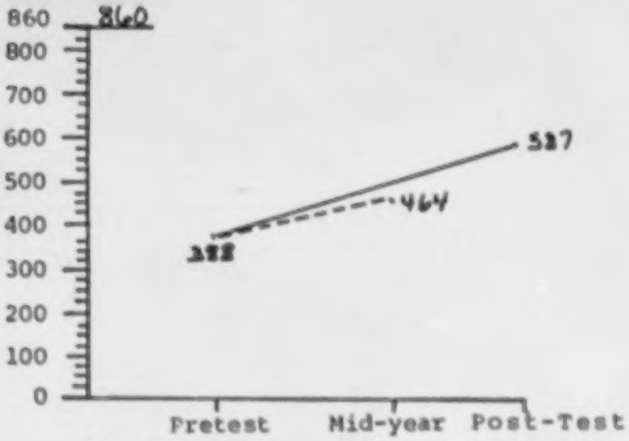
STUDENT SL

TIME IN PROGRAM 8 months



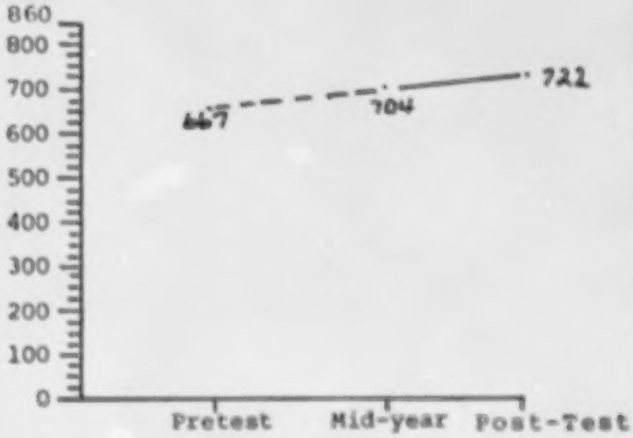
STUDENT DM

TIME IN PROGRAM 5 months



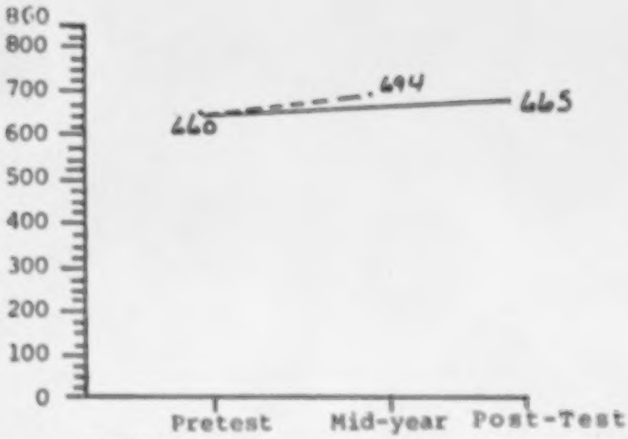
STUDENT KS

TIME IN PROGRAM 8 months



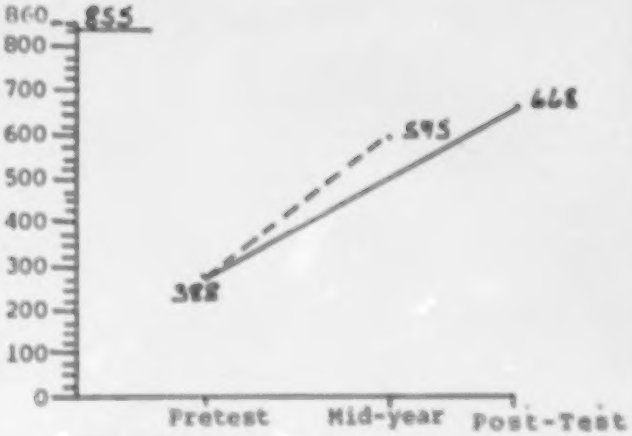
STUDENT ST

TIME IN PROGRAM 5 months



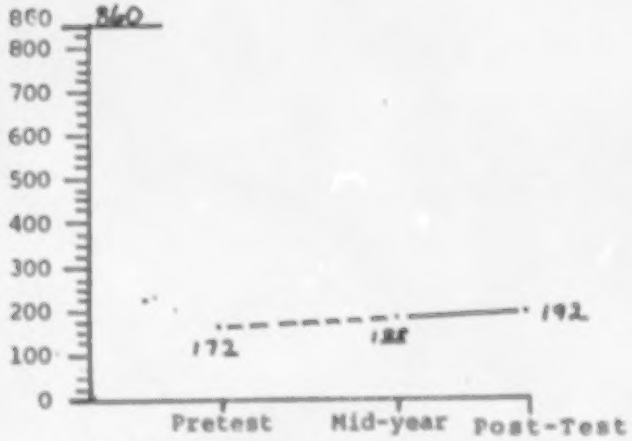
STUDENT MW

TIME IN PROGRAM 5 months



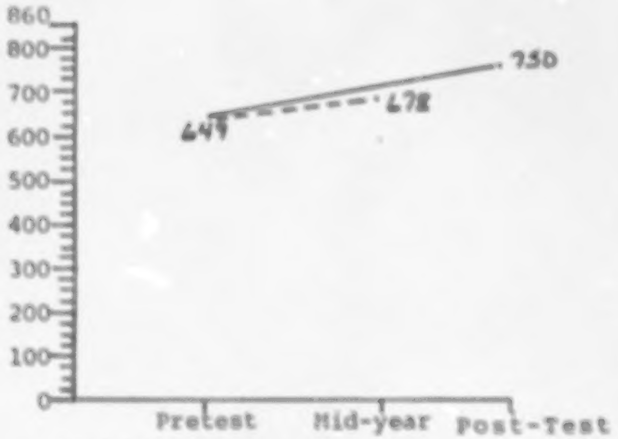
STUDENT RW

TIME IN PROGRAM 7 mo. 1 week



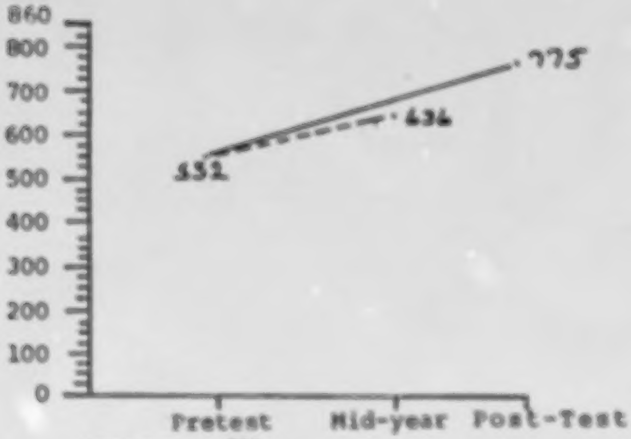
STUDENT WW

TIME IN PROGRAM 8 months



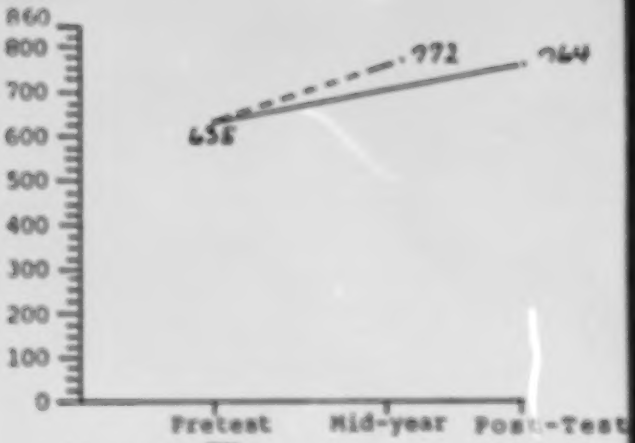
STUDENT JW

TIME IN PROGRAM 3 mo. 3 weeks



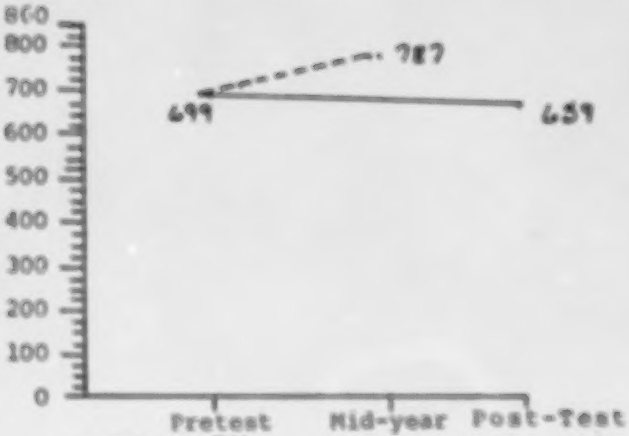
STUDENT SW

TIME IN PROGRAM 4 mo. 1 week



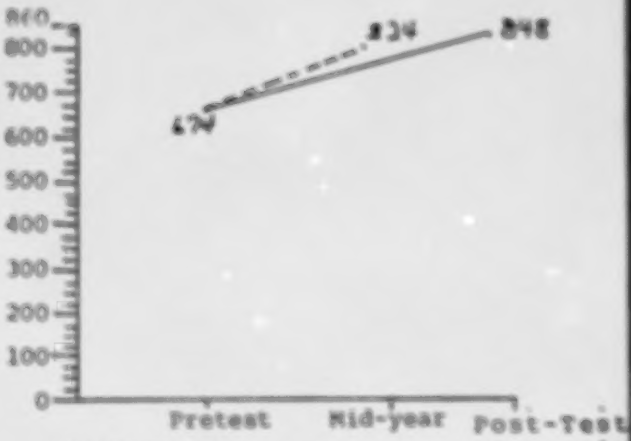
STUDENT EH

TIME IN PROGRAM 7 mo. 2 weeks



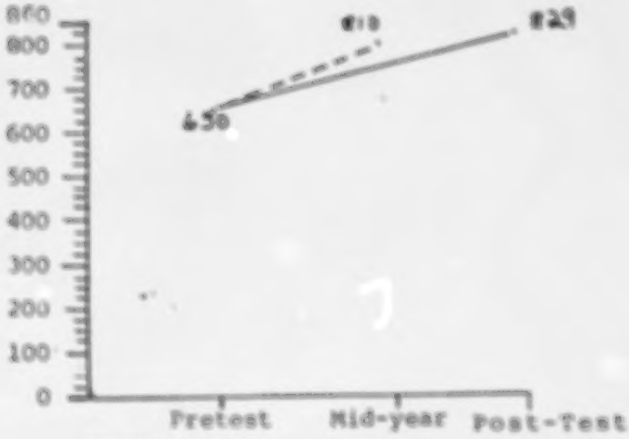
STUDENT BM

TIME IN PROGRAM 6 mo. 3 weeks



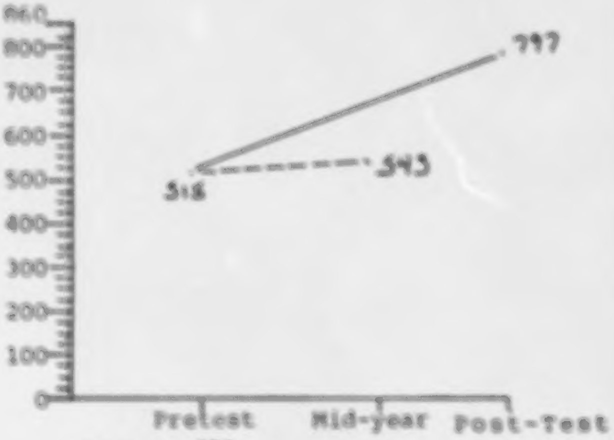
STUDENT DT

TIME IN PROGRAM 7 mo. 2 weeks



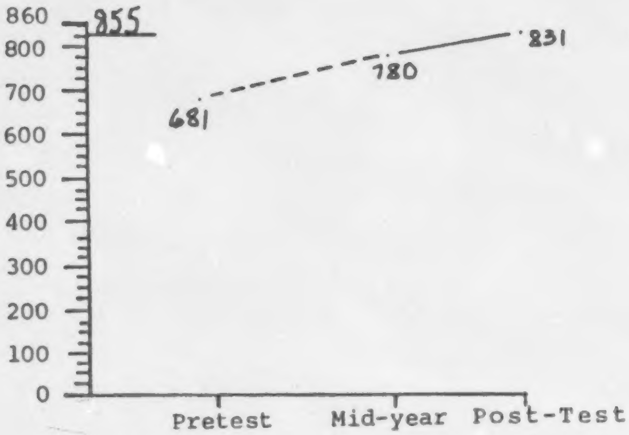
STUDENT BS

TIME IN PROGRAM 3 mo. 2 weeks



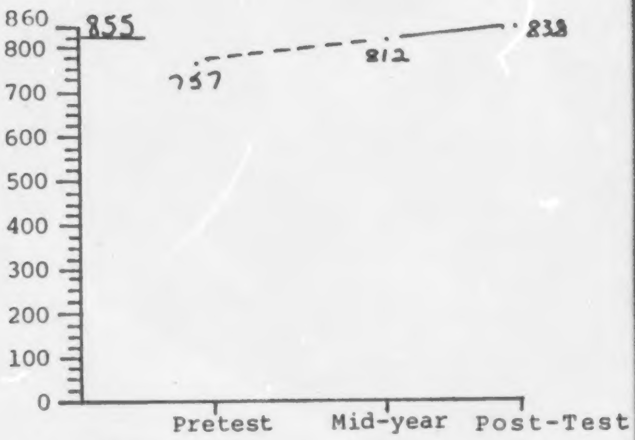
STUDENT MN

TIME IN PROGRAM 2 months



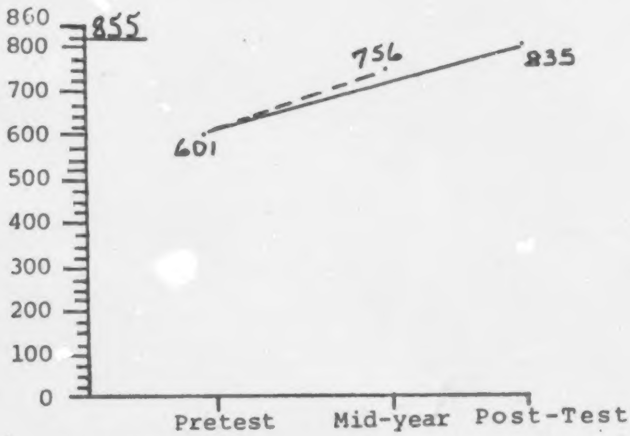
STUDENT TB

TIME IN PROGRAM 1 mo. 3 weeks



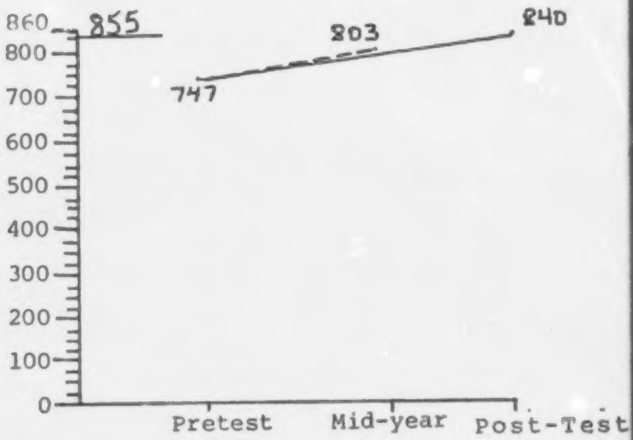
STUDENT DC

TIME IN PROGRAM 1 month



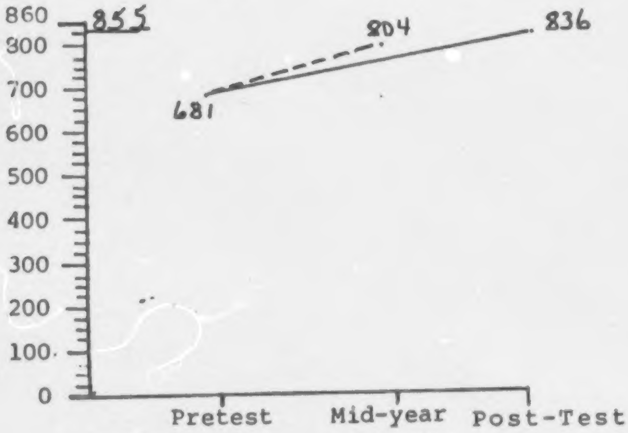
STUDENT SE

TIME IN PROGRAM 1 mo. 2 weeks



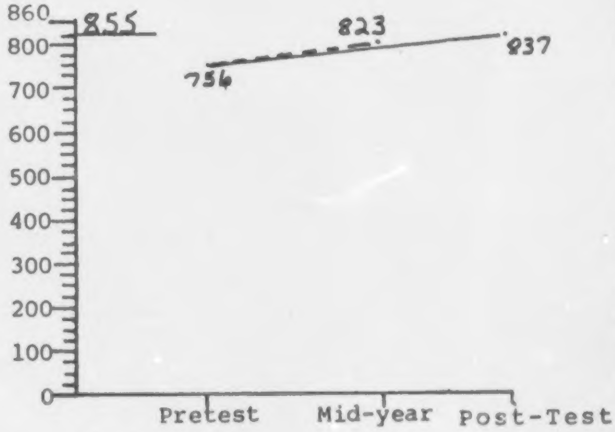
STUDENT RM

TIME IN PROGRAM 1 mo. 2 weeks



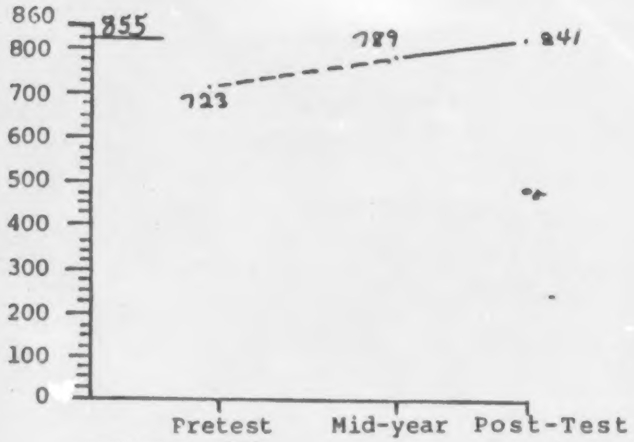
STUDENT BC

TIME IN PROGRAM 2 weeks



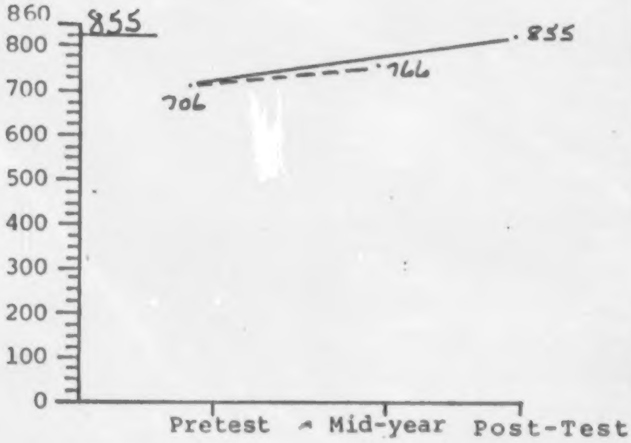
STUDENT LD

TIME IN PROGRAM 2 weeks



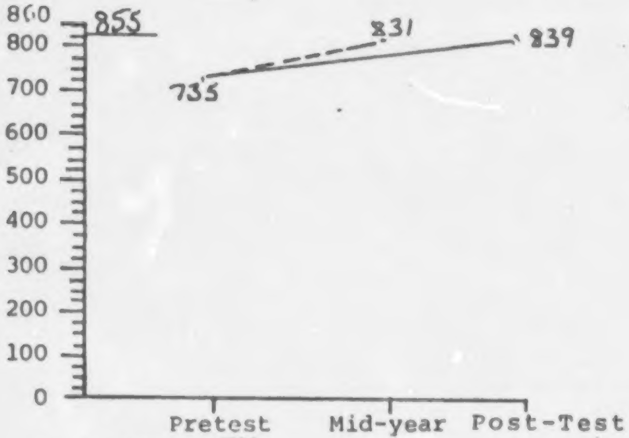
STUDENT RJ

TIME IN PROGRAM 1 mo. 2 weeks



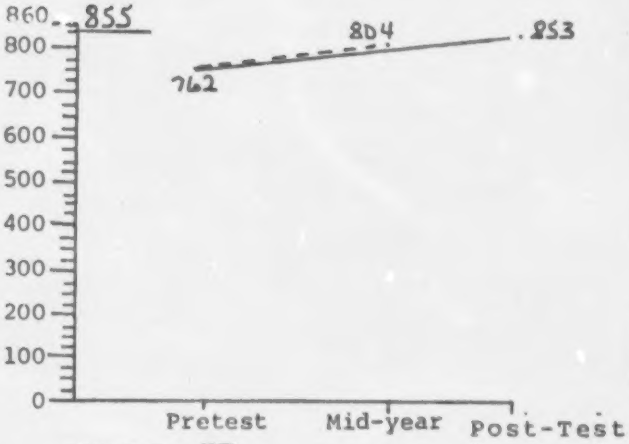
STUDENT DL

TIME IN PROGRAM 3 weeks



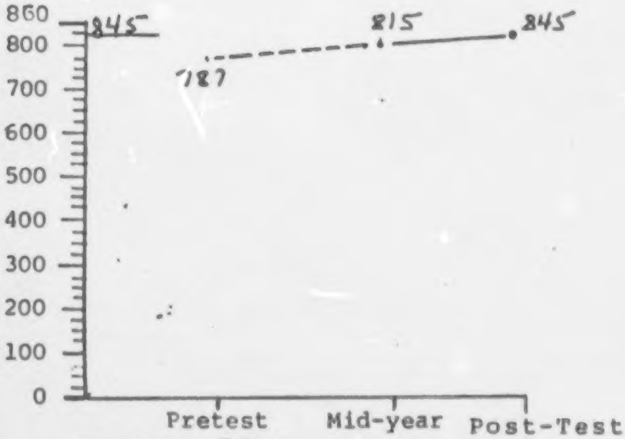
STUDENT TM

TIME IN PROGRAM 1 mo. 3 weeks



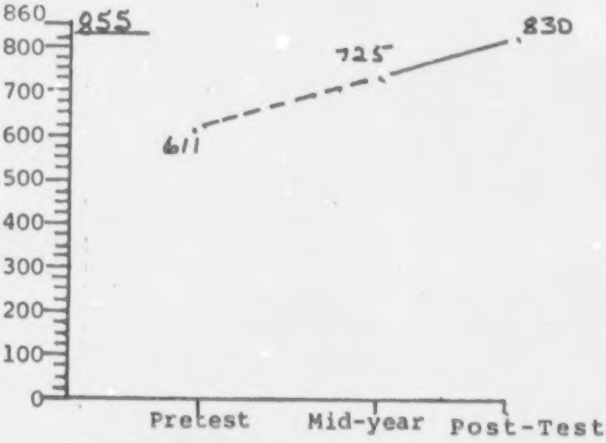
STUDENT KT

TIME IN PROGRAM 1 mo. 3 weeks



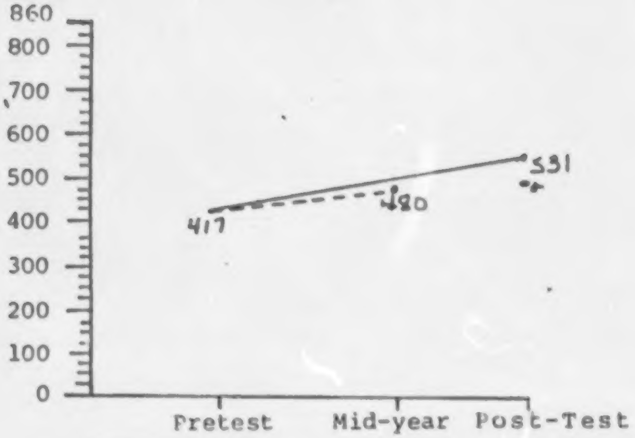
STUDENT BO

TIME IN PROGRAM 2 weeks



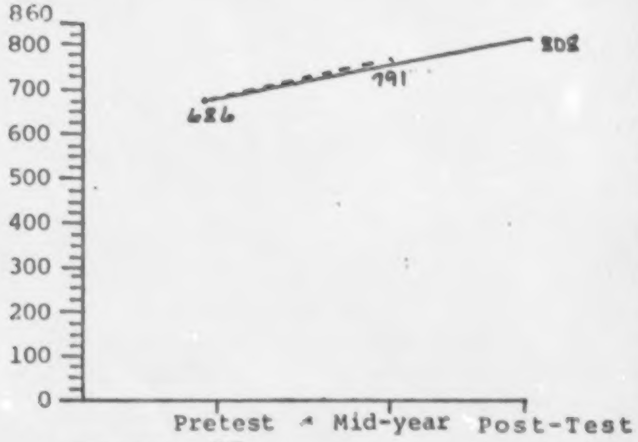
STUDENT AS

TIME IN PROGRAM 2 weeks



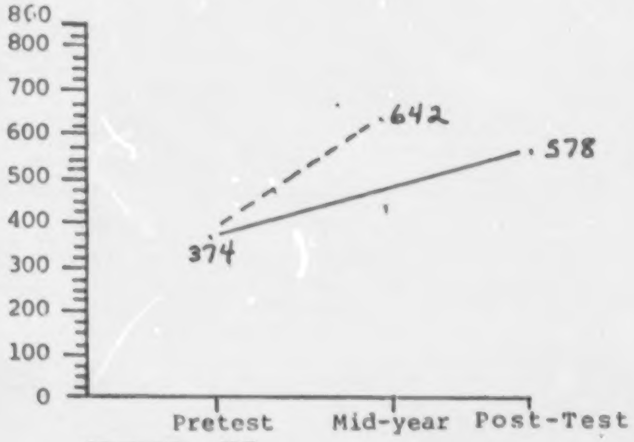
STUDENT TE

TIME IN PROGRAM 5 mo. 2 weeks



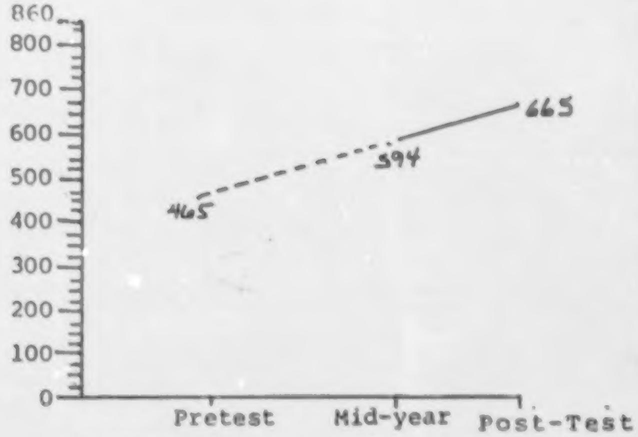
STUDENT SG

TIME IN PROGRAM 8 months



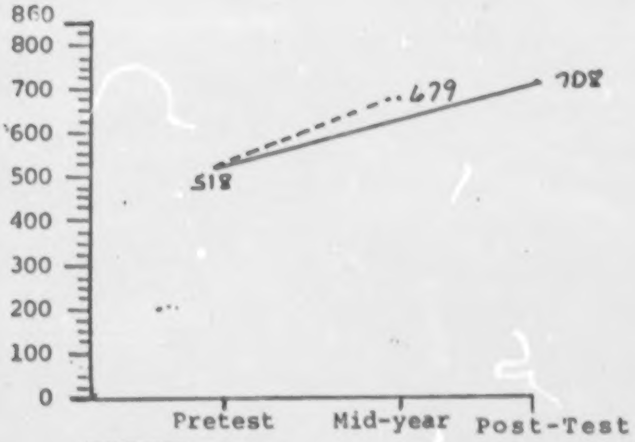
STUDENT HG

TIME IN PROGRAM 8 months



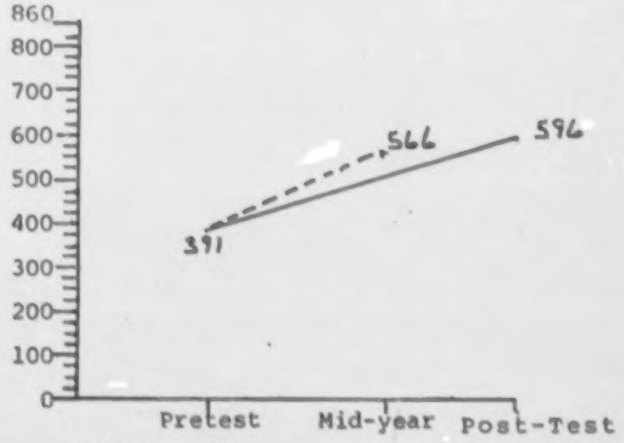
STUDENT PG

TIME IN PROGRAM 7mo. 2 weeks



STUDENT LG

TIME IN PROGRAM 7 mo. 2 weeks



STUDENT MJ

TIME IN PROGRAM 8 months

G. BUDGET ANALYSIS

This brief report details unused funds and carryover funds requested from previous years and stands as a final analysis of status of funds.

Budget

The following list will depict the unexpended monies by category by Project S.T.E.P.

6 (A) Personnel $4,164.34

During the year the parent trainer for Project S.T.E.P., Marilyn Hansen, moved to relocate with her husband in his new job. This left the parent training position open for approximately one month. We also had a change of secretaries which caused a vacancy for approximately one month in that position. In addition to this we also had some excess absences from some of our aides. It was due to these reasons that we had monies left over in the 6(A) category.

6 (B) Social Security, Retirement, and Unemployment Insurance 949.42

The unexpended monies in the 6(A) category also affected the monies in the 6 (B) category

6 (C) Travel 1,105.00

It was the policy of Project S.T.E.P. to attend only those workshops that were necessary for the professional enrichment of their staff. Therefore, monies were unexpended in this category as well.

6 (D) Equipment 746.12

The majority of the needed equipment was purchased in the first two years of funding. Therefore, it was not necessary to purchase any more equipment than was deemed necessary for the implementation of the program.

6 (E) Supplies (171.89)

The supplies category was overspent by the amount of (171.89). During the year supplies were used in every phase of the dissemination/implementation efforts. Due to the fact that this category comprised the majority of materials needed for the program.

6 (H) Printing 965.75

All necessary printing was accomplished during the year. Because the majority of the work was done at the school print shop, we were able to save money in this area.

6 (H) Dissemination $2,536.05

Our dissemination efforts were not as fruitful as we had originally planned. The number of participants attending our state workshops were not as high as hoped. Therefore, this category was not utilized to its full extent as planned.

6 (H) Postage 432.44

During the year the mailing of project materials played an integral part in our dissemination efforts. By utilizing key individuals in the state networks and national, we were able to save money in this area.

6 (H) Telephone (495.59)

The telephone category was overspent by ($495.59). Communication also played an integral part in our dissemination efforts for the third year. Local, state, and national agencies were constantly in touch discussing workshops, presentation dates, mailing of materials, etc. Also, a telephone was placed at the parent lab for communication between the parent trainer and the parents of the children in Project S.T.E.P. This added an additional monthly charge to our billing.

6 (H) Consultants (35.08)

Consultants were utilized throughout the year to meet areas of need or concern by the staff. Also, Dr. Walter Cooper, participated in workshops and the planning of evaluation strategies during the year. This category was overspent by ($35.08).

6 (H) Evaluation $1,000.00

The evaluation monies were to be paid to an outside consultant for program evaluation as well as a computer evaluation of collected data. However, it was discovered that the computer evaluation was not a feasible expenditure due to the fact that the data was best displayed in graphic form. Therefore, there was $1,000.00 left over in the evaluation category.

6 (H) Indirect Cost 740.72

The indirect cost was computed at 6.61%. The amount of the total unexpended monies as compared to the total amount allocated reflects the difference of $740.72 which is left over. (See attachment)

Unexpended Carryover Monies

On October 10, 1979, Project S.T.E.P. requested to carryover $2,364.00 which represented the unexpended monies from the 78-79 budget (Project Number 444AH80496). This request was granted November 26, 1979. The monies were carried over into the supplies category and were to be used to purchase materials for the Parent Lab. However, many supplies that were ordered were not delivered in time enough to justify their purchase. Therefore, we cancelled those late orders and now show a balance left of $1,656.07.

These monies will be returned along with the unexpended balance from the 1979-1980 budget. (Project Number 444AH90430).

H. IN-SERVICE STAFF DEVELOPMENT

Project S.T.E.P.

In-service Staff Development

The 1979-80 staff development program for Project S.T.E.P. was based upon the results of the staff evaluations which furnished guidance in specifying types of activities needed for improvement and enrichment of each individual staff member. In-service activities are listed below.

Date: August 23, 1979
Presentor: Tom Ethridge, A.V. Tech. Coord., U.S.M.
Topic: V.T.R. Equipment Operation

Date: August 22, 1979
Presentor: Dr. Kenneth Loflin
Topic: General Faculty Workshop

Date: October 10, 1979
Presentor: Dr. Margaret Morrison, Lauderdale County Health Dept.
Topic: Variant Conditions to be Considered in Teaching Handicapped Children

Date: November 15, 1979
Workshop: Physically Handicapped Workshop, Ellisville State School
Topics: Motor Development; Medication Affects; Orthopedic Disabilities

Date: November 19-20, 1979
Workshop: Programming for Physically Handicapped Workshop, U.S.M. Gulf Coast Regional Campus, Long Beach, MS.
Topics: Team Development of I.E.P.; Physical Therapy Techniques; Toy Construction

Date: January 22-24, 1980
Workshop: WESTAR Demo/Dissem. Workshop, Denver Colorado
Topics: Print and Non-print Media; Public/Private Continuation Funding; Strategies for Demonstrating and Disseminating Program.

Date: February 22-23, 1980
Workshop: Southeast Regional Clinic on Physical Fitness and Sports, Orlando, Florida
Topics: Fitness Activities; New Games; Personal Fitness Profile

Date: March 3-7, 1980
Workshop: WESTAR Parent Involvement Workshop, St. Louis, MO.
Topics: Infant Program; Parent Involvement; Strategies for Involvement; Parents as Advocates

Date: March 12-14, 1980
Workshop: TADS/WESTAR Rural Handicapped Workshop, Nashville, TN.
Topics: Identifying Issues and Needs of Rural Projects; Facilitating Communication and Cooperation among Rural HCEEP Projects

Date: April 2, 1980
Workshop: Mississippi Advocacy System, Jackson, MS.
Topics: Due Process; PL94-142; Rights of Parents/Students

Date: April 10, 1980
Workshop: Mississippi Organization of Special Education Services, Jackson, MS.
Topics: Litigation and Stress Control

Dates: October 16, January 8, March 18, 1980
Workshop: NASE Workshop
Topics: Stress Management; Time Management; Team Concept in Management

Date: April 21-25, 1980
Workshop: CEC Convention, Philadelphia, PA.
Topics: Behavioral Interventions With Mentally Retarded; Movement and Arts for Handicapped Persons; Physical Education as the Focus of Special Education; Issues of Sexuality for the Mentally Retarded Adolescent; Special Olympics; A Model Program for Implementing Metric Education for the Mentally Retarded; The Why and How of Parental Involvement; Conducting Effective Parent Training Groups; The Home Visit; Developing Parent-School Relationships; Designing a Parent Involvement Program at the Secondary Level; The Parent in Mourning: Counseling Parents of Handicapped Children

I. DEMONSTRATION/DISSEMINATION ACTIVITIES

Elementary Schools of the Meridian Public Schools were shown slide presentations of Project S.T.E.P.'s program as one phase of dissemination and awareness activities. These schools included the following:

November 7, 1979
Mount Barton Elementary School
Principal and faculty:

December 5, 1979
Poplar Springs Elementary School
Principal and faculty: 21

December 12, 1979
Highland Elementary School
Principal and faculty: 9

January 9, 1980
West Hills Elementary School
Principal and faculty: 23

January 16, 1980
Witherspoon Elementary School
Principal and faculty: 17

February 13, 1980
Oakland Heights Elementary School
Principal and faculty: 22

February 20, 1980
West End Elementary School
Principal and faculty: 31

March 19, 1980
Parkview Elementary School
Principal and faculty: 24

A workshop was held for forty play teachers at Meridian Junior College on February 6, 1980.

Dissemination and awareness activities included the following radio and television interviews in which Project S.T.E.P. activities were discussed.

Date: September 19, 1979
Radio Station WMOX

Date: October 9, 1979
WTOK Television Station

Date: November 16, 1979
Radio Station WMOX

Date: January 9, 1980
Radio Station WMOX

Date: January 21, 1980
Radio Station WMOX

Seven hundred sixty-five brochures describing Project S.T.E.P. activities were disseminated throughout the year.

Fifty-three curriculum guides, Sequential Training Experiences in the Psychomotor Domain, were distributed.

Sixty-nine parent handbooks were also distributed.

Project S.T.E.P. held two workshops to demonstrate Project S.T.E.P.'s program to special education school personnel in twenty-one counties surrounding Lauderdale County. Objectives for the workshops were

1. The workshop will introduce Project S.T.E.P. to the participants.
2. The workshop will demonstrate the utilization of Project S.T.E.P. in the Meridian Public Schools.
3. The workshop will demonstrate testing methods based on the Project S.T.E.P. Curriculum.
4. The workshop will demonstrate the use of forms used to implement Project S.T.E.P.
5. The workship will demonstrate the paren' component of Project S.T.E.P.
6. The participant will be aware of equipment/supplies needed to implement the Project S.T.E.P. program into their system.
7. The workshop will stimulate the interest for follow-up services.

The first workshop was held February 18, 1980, with fifteen special educators attending. The second workshop, May 5, 1980, was attended by six special educators. The participants completed evaluations resulting in the following:

Evaluation Criteria

1. The organization of the workshop was:	Excellent ⑪ 7	[illegible] 6	[illegible] 5	4	3	2	Poor 1
2. The objectives of the workshop were:	Clearly Evident ⑫ 7	[illegible] 6	[illegible] 5	4	3	2	Vague 1
3. The work of the consultant(s) was:	Excellent ⑪ 7	[illegible] 6	[illegible] 5	4	3	2	Poor 1
4. The ideas and activities presented were:	Very Interesting ⑫ 7	[illegible] 6	[illegible] 5	4	3	2	Dull 1
5. The scope (coverage) was:	Very Adequate ⑥ 7	[illegible] 6	[illegible] 5	4	3	2	Inadequate 1
6. My attendance at this workshop should prove:	Very Beneficial ⑫ 7	[illegible] 6	[illegible] 5	4	3	2	No Benefit 1
7. Overall, I consider this workshop:	Excellent [illegible] 7	[illegible] 6	5	4	3	2	Poor 1
8. Do you feel a need for additional information about this topic?	1. Yes ⑮					2. No	

J. EQUIPMENT/SUPPLIES INVENTORY

EQUIPMENT IN PROJECT S.T.E.P.
LIBRARY LAB

4 chairs

1 desk

2 trash cans

5 bookshelves

1 pencil sharpener

1 wooden pamplet holder

1 Ducane filmstrip monitor #786828

2 earphone headsets

1 Telex battery charger #11082

2 spotlights

1 fire extinguisher

1 air conditioner

5 bulletin boards

1 Da lite Movie screen

1 Panasonic camera black and white

1 four drawer metal file cabinet

1 plastic three shelf TV stand with extension cord

1 Mr. Coffee coffee maker

1 RCA XL100 solid state color TV monitor

1 NEC color video cassette recorder/player

1 phone

1 metal desk top organizer

1 tape dispenser

1 stapeler

1 metal TV stand - 2 shelf/1 cabinet

BOOKLETS

17 'A Handicapped Child in Your Home,' DHEW Publication Number (OCD) 73-29
1 'About Your Child's Emotional Health' ECP Ruston, LA
9 'As A Child Grows' by Rosanne Keller

5 'Be Consistant' by Positive Parent
1 'Because I said So' by Howard N. Sloane, Jr.
1 'Biscuits and Bandaids' by S.C. Department of Education

1 'Child Development in the Home', DHEW Publication Number (OHD) 74-42
9 'Children Learn by Watching and Helping' by Positive Parent

1 'Dinners Ready' by Howard N. Sloane Jr.
1 'Discover Learning Disabilities' by Hamilton, Hales & Van Nostrand

10 'Expect the Best From Your Child' by Positive Parent

0 'Facts about Mongolism For Women over 35,' DHEW Publication Number (NIH) 77-536
5 'Four Ways to Disciplin Children' by Positive Parent
1 'Friends' by Melva Jackson Edrington

1 'Good Feelings' by Craig and Perry, S.C. Department of Education

1 'Handbook for Parents of Speech Handicapped Children' by Katherin Connelly
11 'Help your Children Cope with Frustration' by Positive Parent
9 'Helping Children Grow' by Washington County Children's Program, Machias, ME
1 'How Your Child Learns to Talk' by SC Department of Education
1 'How Your Child Learns about Math' by SC Department of Education
1 'How Your Child Learns to Read' by SC Department of Education
50 'How to Walk to School Safely' by Meridian Public Schools

1 'Malnutrition, Learning and Behavior,' DHEW Publication Number (NIH) 76-1036

1 'Not'Till Your Rooms's Clean' by Howard N. Sloane, Jr.
1 'No More Whinning' by Howard N. Sloan Jr.

20 'One Parent Families,' DHEW Publication Number (OHD) 74-44

1 'Parental and Classroom Speech Helps for Children' by Katherine Connelly
10 'Pay Attention to Your Children' by Positive Parent
1 'Positive Parenting' by Joan Anderson
1 'Potty Training,' ECP Ruston, LA
11 'Practice What You Teach' by Positive Parent
10 'Praise Your Children,' by a Positive Parent

1 'Read to Your Children' by Positive Parent

1 'Shots for Tots,' ECP Ruston, LA
1 'Stop That Fighting' by Howard N. Sloane

11 'Talking with Children' by Positive Parent
1 'The Education of All Handicapped Children Act (PL94-142) Preserving Both Children and Teachers Rights
2 'Time to Talk- A Guide to Normal Speech Development' By Vera Brev
1 'Tips for Better Speech' by Joan Anderson
1 'Toy Makers How to Make and Adapt Toys for Learning' by Juster and Clukey
1 'What Do I Do?' by Lisa Romine Project RUN
9 'When a Baby Is New' by Rosanne Keller
9 'Where Do Adults Come From:' by Positive Parent
1 'You and Child Care - A Child Care Handbook' by Butterick
1 'Your Child's Potential to Learn' by Lincoln Parish Schools ECP
1 'Your Childs right to an Education' by University of N.Y., State Dept. of Ed.

MAGAZINES

/ Exceptional Children, May, 1975, The Parent-Professional Partnership
2 The Exceptional Parent, CEC Convention Special 1979, Children with Disabilities
3 The Exceptional Parent, CEC Convention Special 1980, Children with Disabilities

KITS

/ Developmental Activities for Unified Development Checklist (Early Education Infant Program Staff)
/ Mandala (a parenting game) by Bryan E. Robinson, Ph.D & Milda A. Baker. M. Ed.
/ Perceptual Motor Lesson Plans I & II, Jack Capon - Front Row Experiences

DIRECTORY

/ Directory of Health and Human Services for Meridian and Lauderdale County MS
/ MS Early Services for the Handicapped, Resource Directory, MESH Consortion

FILMSTRIPS, TAPES & VIDEO CASSETTS

/ Discussions with Parents of Exceptional Children: 6 cassettes, Affective House
/ Managing Behavior, A Parent Involvement Program by Richard McDowel Ed.D : 3 filmstrips, 3 cassettes, Parent Log Booklets and Trainer Manual
/ P.A.C.T. Parents and Children Together, Childcraft: 8 filmstrips, 8 cassette tapes
/ PL 94-142, The Education for all Handicapped Children Act of 1975, CEC, 3 filmstrips, 3 cassettes
/ Realities of the Physically Handicapped: 6 cassettes, Affective House
/ A Case for Family Training, KC30-233
/ Physical Education: Basic Movement Skills, KCA30

PAMPLETS

4 A Child Alone In Need of Help (Mental Health Association of Lauderdale County)
2 A Parents Guide to Education for the Handicapped (Hattiesburg Public Schools)
1 Aid to Dependent Children in Mississippi
1 Between You and Me (Columbia SC, State Department of Education)
14 Children are the Worlds... (Weems Community Health Center)
1 Children Need Not Be Handicapped (Mississippi State Board of Health and Dept. of Ed.
5 Disability Benefits for Blind People
10 Do You Know That Developmentally Disabled Youthful Offenders Have a Right to Appropriate Treatment (The Advocacy Office)
1 Early Childhood Program Dressing and Grooming Tips (Joan Anderson
1 EPSDT Mississippi Medicaid Child Health Program
1 Facts About Autism (Mental Health Association of Lauderdale County)
7 Facts Sheet Autism (DHEW Publication Number NIH--79-1877
1 From Crib to Kindergarten - A Guide to Your Child's Development
3 For All the Family (Weems Community Health Center)
1 From Small to Tall with WIC Foods
6 Infantile Autism Dianogsis (Mississippi Society for Autistic Children)
1 Little Babies - Born too Soon - Born too Small (HEW)
39 Parent Rights Card (National Committee for Citizens In Education)
1 Playing and Learning At Home(District of Columbia)
7 Protection and Advocacy for the Developmentally Disabled youthful Offender (The Advocacy Office)
5 Protect Your Child
8 Rights of the Developmentally Disabled Youthful Offender (The Advocacy Office)
6 RX for Sound Teeth (HEW)
1 Self Dressing (District Of Columbia)
1 Self Feeding (District of Columbia)
31 SSI for Disabled or Blind Children
12 Tel-Med (Meridian Regional Hospital Tape Library)
44 The Advocacy Office, Inc.
1 Toilet Training (District of Columbia)
1 To Reach A Child (Fall 1979 Judevine Center for Autistic Children)
9 Toward Better Parent-Child Relationships (C.A. Brown, PHD.
1 Toys You Can Make At Home for Preschool Children (District of Columbia)
13 What Every Child Needs (Mental Health Association of Lauderdale County)
2 What Do You Know About Epilepsy
1 Your Community Health Center and You (Weems Community Health Center)

21 60 minute video cassettes

3 25 inch extension cords (yellow)

2 eight pin connectors

1 co axel 15 inch cable

1 co axel 8 inch cable

1 realistic condensor microphone set #33-1056A

1 Panasonic microphone

1 Cannon AE1 camera with flash

1 realistic head de-magnifier

2 stamps

1 stamp ink pad

1 staple remover

1 pair scissors

2 sets metal bookshelf holders

carpet - brown sculptured med. shag

168 books

235 booklets

143 pamplets

14 filmstrips

26 cassettes

3 psychomotor activity kits

see attached list

1 Professional Preparation Directory for Elementary School Physical Education by AAHPER

2 Professional Preparation In Adapted Physical Education - Journal Theraputic Recreation and Corrective Therapy

1 Readings in Counseling Parents of Exceptional Children by Leroy Baruth and Burggrof

1 Special Education Administrative Policies Manual (SEAP) by the Council for Exceptional Children

1 Teachers Handbook for a Pre-School Home Intervention Program by Cadman, Fullerton and Wylie

1 Teaching Motor Skills by Bryant J. Cratty

1 Teaching Parents to Teach by Lillie And Trohanis

2 The Art of Parenting - Leaders Guide by Wagonseller, Burnett, Salzberg & Burnett

1 The Best of Challenge Vol. I, AAHPER

1 The Best of Challenge Vol. II, AAHPER

1 The Best of Challenge Vol. III, AAHPER

1 Tips for Teachers on School - Parent Communication by Charlotte Pickens

1 Working with Families by Cansler, Martin & Valand

2 Working with Parents of Handicapped Children by Joyce Evans

1 Staff Development Package Project KIDS

STAFF BOOKS

1 Academic Therapy, March 14:4

1 An Annotated Bibliography on Movement Education by AAHPER

1 Annotated Bibliography on Perceptual - Motor Development by AAHPER

1 Annotated Research Bibliography - Mentally Retarded by AAHPER

1 Child Abuse and Neglect: A Primer for School Personnel by Donald Kline

1 Choosing and Using Phonograph Records by AAHPER

1 Curriculum Guide Individualized Instruction for Preschool Handicapped Children by Early Childhood Program, Ruston, LA

1 Experiments In Movement, Behavior, and Motor Learning by Cratty and Hutton

1 Family Involvement by Karnes and Franks (Project PEECH)

1 Family Involvement Package by Project **Kids**

1 Foundations and Practices in Perceptual Motor Learning - A Quest for Understanding by AAHPER

2 Getting Schools Involved with Parents by Kroth and School

1 Guidelines To Parent-Teacher Cooperation In Early Childhood Education by Sylvia Newman

1 Home Visitor Training Manual, Alpena Mich. Intermediate School Dis. (Telstar)

1 Making Physical Education and Recreation Facilities Accessible to All by AAHPER

0 Making Workshops Work by Physical Education and Recreation for the Handicapped Information and Research Utilization Center

1 Motor Aptitude and Intellectual Performance by A. H. Ismail and J. J. Gruber

1 Parents and Teachers by Gary B. Wilson Volume I

1 Parents as Teachers of their Handicapped Children and Annotated Bibliography by M. Wolery (WESTAR)

1 Parent Program Manual by Alpena, Mich., Intermediate School Dist. (Telstar)

1 Parenting Skills Trainers Manual by Richard R. Abidin

1 Parenting Skills Workbook By Richard Rabidin

1 Physical Education, Recreation and Related Programs - Journal for Autistic and Emotionally Disturbed Children

1 Planning Programs for Early Education of the Handicapped by Norman E. Ellis and Lee Cross

1 Portage Guide to Early Education by S. Bluma, M. Sheaver, A. Frohman, and J. Hilliard

1 Portage Parent Program by Boyd, Stauber, Bluma Instructors Manual

1 Product Listing - An Annotated Bibliography of Materials Developed by Eastern HCEEPT Program by Cox, Pattern, and Trohanis

The Art of Parenting - A Complete Training Kit from Research Press
Parent Manuals:
  2 Communication
  2 Assertion Training
  2 Behavior Management Techniques: Motivation
  2 Behavior Management Techniques: Methods
  2 Behavior Management Techniques: Discipline

/ The Challenge of Child Training: A Parent's Guide by Rudolf Dreikurs

/ The Emerging Personality Infancy Through Adolescence by Gardner

/ The Mentally Retarded Child at Home by U.S. Dept. of HEW

/ The Retarded Child: Answers to Questions Parents Ask by Attwell & Clabby

/ The Rights of Parents In the Education of Their Children by David Schimmel & Louis Fischer

/ Toilet Training the Retarded by Foxx & Azrin

2 Tommy: A Treatment Study of an Autistic Child by Uwe Stuecher

/ Ways and Means by Somerset Education Authority, Coordinated by Trevor Tebbs

/ What Every Child Needs by Lillian & Richard Peairs

/ Who Can... by Diem

/ You and Your Child (A Common Sense Approach to Successful Parenting) by Bill R. Wagonseller and Richard L. Mc Dowell

/ Physical Activities for the Mentally Retarded by AAHPER

/ Physical Education Activities for the Uncoordinated Student by Susan J. Grosse & Monica C. Becherer

/ Physical Education for Elementary School Children by G. Kirchney

/ Physical Education for the Handicapped by Wheeler & Hosley

/ PL-94-142 (Blue Notebook) Federal Regulations

/ Play Activities for Elementary Grades by Charles Nagel

/ Power to the Parents by Joseph & Lois Bird

/ Programs for Parents of Preschoolers by Dorothy Cansler

/ Public Policy and the Education of Exceptional Children by Weintraub, Abeson, Ballard & LaVon

/ Readings in Autism by Special Learning Corporation, John P. Quirk Ed.

/ Readings in Career and Vocational Education for the Handicapped by Stephen J. Feldman, Special Learning Corporation

/ Readings in Deaf Education Special Learning Corporation, John P. Quirk Ed.

/ Readings in Educable Mentally Handicapped by Irving Newman and Stephen J. Feldman, Speical Learning Corporation

/ Readings in Learning Disabilities by John P. Quirk Ed., Special Learning Corporation

/ Readings in Mental Retardation by John P. Quirk Ed., Special Learning Corporation

/ Readings in Physically Handicapped Education by John P. Quirk Ed., Special Learning Corporation

/ Readings in Trainable Mentally Handicapped by Irving Newman and Stephen Feldman, Special Learning Corporation

/ Readings in Special Education by John P. Quirk Ed., Special Learning Corporation

/ Readings in Visually Handicapped Education by John P. Quirk Ed., Special Learning Corporation

/ Ready Set Go by Coleen Kent Menlove

/ Recipies for Fun by Cole, Haas, Heller & Weinberger

3 Recreation and Physical Activities for the Mentally Retarded by AAHPER

2 Recreation and Physical Activity for the Mentally Retarded by CEC

/ Social and Emotional Development: The Preschooler by Enzer with Goin

/ Special Physical Education Adapted, Corrective, Developmental by Hollis F. Fait

2 Success Through Play by Radler with Kephart

/ Survival Kit for Teachers (and Parents) by Mrytle T. Collins & DWuane R. Collins

2 Teaching Aids and Toys for Handicapped Children by Barbara Dorward

/ Teaching Children with Developmental Problems by Barnard & Erikson

1 Games, Sprots and Exercises for the for the Physically Handicapped by Adams, Daniel & Rullman

1 Get a Wiggle On by Drouillard and Raynor

1 Growing with Children by Joseph and Laurie Braga

1 Growing Up Equal by Jenkins & MacDonald

1 Handling the Young Cerebral Palsied Child at Home by Finnie

1 Help Them Grow! A Pictorial Handbook for Parents of Handicapped Children by Blumenfield, Thompson & Vogel

1 How and What your Child Learns Through Play by South Carolina Department of Ed.

1 Human Growth and Development of the Exceptional Individual by Alaine Lane

1 Intelligence In Action by Bryant J. Cratty

1 Intermediate Self- Help Skills by Baker, Brightman, Heifetz & Murphy

1 Isn't It Time He Outgrew This (A Training Program for Parents of Retarded Children) by Baldwin, Gerry & Brodsky

1 Law of the Disabled by the Continuing Legal Education Committee Washington State Bar Association 1978

1 Learning Activities for Preschool Children by Ellen B. DeFranco

1 Learning and Playing: Fifty Vigorous Activities for the Atypical Child by Bryant J. Cratty

0 Learning Disabilities Glossary by Lillie Pope

1 Learning Is Fun: A Guide for Parents by Tanner

1 Learning to Move and Moving to Learn by Bentley

1 Legal Change for the Handicapped Through Litigation by Abeson

1 Living with a Mentally Retarded Child by Beatrice Buckler

1 Living with Children by Gerald R. Patterson

1 Living with Preschoolers by Willard Abraham, Phd.

1 Motor Disorders by Robert Piazza, Special Learning Corporation

1 Move It!!! by Drouilland and Raynor

2 Movement Activities for Places and Spaces by Rasmus & Fowler

1 Parents are Teachers by Wesley C. Becker

1 Parents are to be Seen and Heard by Geraldine Ponte Markel & Judith Greenbaum

1 Parents as Playmates by Joan Millman and Polly Behrmann

1 Parents Can Teach, Too by Ernestine W. Rainey

1 Parts of the Body, Photo/Word Concepts Series from the Instructor Publications

1 Perceptual Training Activities Handbook by Witsen

1 Physical Activities for Impaired, Disabled, and Handicapped Individuals by AAHPER

1 Parents Handbooks (Preschool Handicapped Children) by Cadmen, Fullerton, Wylie

PARENT TRAINING MATERIALS

BOOKS

1 Advanced Self-Help Skills by Baker, Brightman, Heifetz & Murphy

1 Active Learning Games to Enhance Academic Abilities by Cratty

1 A Parents' Guide to Child Discipline by Dreikurs & Grey

1 A Planning Guide to the Preschool Curriculum by Findlay, Miller, Pegram, Richey Sanford, Semrau

1 A Primer on Due Process By Abeson, Bolick & Hass

1 Auditory Discrimination Beginning Sounds by Venditti & Murray

1 Basic Movement Education for Children: Rationale and Teaching Units by B. Gilliom

1 Behavior Problems by Baker, Brightman, Heifetz & Murphy

1 Between Parent and Child by Ginoett

1 Body Management Activities: A Guide to Perceptual-Motor Training by Mourouzis, Wemple, Wheeler, Williams & Zurche

1 Cerebral Palsied and Learning Disabled Children by N. Marks OJR. MED.

1 Changing Children's Behavior: Krumboltz & Krumboltz

1 Children and Adults Activities for Growing Together by Joseph and Laurie Braga

1 Children Learn Physical Skills (vol.2) by Diem

1 Coping with Children's Misbehavior by Dreikurs

1 Creative Movements for Special Education by Sharon M. Kokaska

2 Daily Sensorimotor Training Activities by Braley, Konicki, & Leedy

1 Development Trough Action by B. J. Cratty

1 Development Dyslexia and Related Reading Disorders by Kavanagh & Yeni-Komshian (HEW)

1 Developmental Games for Physically Handicapped Children by B. J. Cratty

1 Dictionary of Special Education by Om D. Parashar

1 Early Self-Help Skills by Baker, Brightman, Heifetz & Murphy

1 Exploration of Basic Movements in Physical Education by Detroit Public Schools

1 Explorations in Fine Motor Skills and Letter Printing by Early Explorations Creative Preschooling

1 Explorations in Gross Motor Skills and Sensory Perception by Early Explorations Creative Preschooling

1 Families by Patterson

0 Finger Frolics by Liz Cromwell & Dixie Hibner

1 Fundamental Movement and Sport Skill Development by Anthony A. Annarino

MARION PARK

* these things Belong to MARION PARK School

	77	78	79
ABSORBENT PAD: threw away			
Small		1	1
Medium		1	1
Large		1	1
ACTIVITY BLOCK		1	1
AIR PUMP		1	2
ALCOHOL		3	3
ARIEAL DART PADDLE		2	2
ALPHABET LACING CARDS		1	1
AGILITY ROPE		2	2
BATTERIES		8	4
BADMINTON RACKET		2	2
BADMINTON RACKET PRESSES		2	2
BALLS:			
Beach		5	5
Croket (Plastic)		8	8
Foam (LARGE / SMALL)		0 0	12 10
Golf		1	1
Hockey		1	1
Plastic			
Large		12	9
Small		12	12
Playground		36	39
Nerf football		1	1
Scoop		3	1
Softballs		24	22
Tackraw		2	2
Tennis		3	3

MARION PARK

	77	78	79
Volley (Flat)		1	1
Wiffle		3	3
BATS:			
Big Plastic		12	11
Small Plastic		12	10
Safety Play		2	4
BEADS:			
Snap-lock		2	2
Wood		1	1
BEANBAGS (Also threw 13 away)		22	22
BEANBAG BOARDS		2	2
BEAM:			
Long		1	1
Vari		1	1
Wide		1	1
BIG WHEELS		1	1
BIKE 20" W/TRAIN. WHEELS			
BLOCKS:			
Bristle		1	1
Creative		2	2
Colored		2	2
Number		1	1
Kindergarten wood		1	1
Sm. colored geom. step		1	1
Bx. plastic building		1	1
BOUNCE BOARD		1	1
BOWLING PINS:			
Plastic		3	3

MARION PARK

	77	78	79
Wood		5	5
BOX(WOOD)		2	2
BUBBLE GUM MACHINE		2	1
BUBBLES:			
Big		1	1
Small		2	2
BUILDING BEADS PATTERN		1	1
BRUININKS OSERTESKY TEST		1	1
BOOKS:Math		0	2
BOXES: Colored, plastic		5	5
CARDS:			
Picture & Shape sorting		6	6
"Goose"		1	1
Flash		1	1
Size Sequencing		1	1
Color Drill		1	1
Shape Analysis		2	2
Picto Lotto		1	1
CHAIRS: *			
Little		2	2
Big		3	3
Stool		1	1
CHALK		1Bx	1/2Bx
CHALKBOARD		2	2
CLOTHESPINS		20	13
COFFEE CAN STILTS:			
Aluminum		0	5
Wood		5	5

MARION ARK

	77	78	79	8
COLORING BOOKS		5	5	1
CONES:				
12"		14	14	1
6"		12	12	1
24"		4	4	
COFFEE CANS		2	2	3
COOKING SET		4	4	4
COOLER:				
Playmate		1	1	
Water		1	1	
CRAYONS		4	4	
CROKET MALLETTS (Plastic)		8	8	
Stakes		4	4	4
Wires		2 sets	2	2
CUP CAKE CUPS		1 Bx	1	1
CYLINDER		1	1	1
COLORED BEADS, CUBES & ROUND		1	1	1
COLOR CHART		1	1	1
COLOR CUBES		1	1	
DOLL		1	1	1
DESK +		2	2	2
DO IT BOOK		1	1	
DOOR BAR		3	3	4
DOT TO DOT		2 pkg	2	2
DUFFLE BAG		3	3	1
EDU-SEQUENCE CARDS		1 Bx	1	1
FILE BOX		1	1	1
FILMSTRIPS		7	7	7

	77	78	79
FLASHLIGHT		3	4
FOOD COLOR		1Bx	1
FORM FITTER		4	4
FRISBEE		2	2
FILE CABINET		1	1
FOOTSTEPS TO NUMBERS		1	1
GADGET BOARD		2	2
GADGET PAD		1	1
GEOMETRIC FOAM SHAPES (LARGE STAND-ups)		6	6
GEOMETRIC FOAM SHAPES		1Bx	1
GLUE		1	1
GOLF CLUB		1	1
GYROMAZE		1	1
HAND MAT		1	1
HAND PADDLES		2	2
HIPPITY HOP		6	6
HOBBY HORSE		4	4
HOCKEY STICK (Plastic)		4	3
HORSESHOES SET:			
Wood sticks		2	2
Shoes		4	4
Plastic mats		2	2
Plastic stakes		2	2
HULA HOOPS		12	12
HULA HOOPS STICKS		12	11
INCLINE:			
Wood		1	1
Green foam		1	1

MARION PARK

	77	78	79	8
JARS		4	1	
JUGS:				
Plastic		6	8	
KALEIDOSCOPE		2	2	
KITTY IN KEG		1	1	
LABLES		1Bx	1	
LACING BOARD		1	1	
LADDER:				
Wood		1	1	
Aluminium		1	1	
Cross bridge		1	1	
LAWN MOWER (Plastic)		1	1	
LEARNING TOWER		1	1	
LITTLE FISHERMAN		2	2	
LUMMI STICKS		8	8	
LOOK ALIKES		1Bx	1	
MARBLES		1Bx	3x9	
MASKING TAPE		1	1	
MATS:				
Nissen		2	2	
Crawling		2	1	
MECHANICS BENCH		3	2	
MEDICINE BALL		1	2	
MEMORY CARD MATCH GAME		1	1	
MIDWAY LINE MAT		1	1	
MUSICAL INSTRUMENTS:				
Tom Tom		1	1	
Tamborines		2	2	

MARION PARK

	77	78	79
Symbols		2 sets	2
Musical Sticks		3	1
Bell		1	1
Triangle		2	2
Moracco		1	0
Wood (Tone Block)		1	1
Castanet		1	1
Jingle Jog		1	1
MATCHING CARDS		1Bx	1
MEASURING TAPE (50')		1	1
MULTI-PURPOSE STANDARD		1	1
NEEDLES FOR AIR PUMP		10	16
NUTS & BOLTS		2	2
OCTAGAN		1	1
OPPOSITES		1	1
PERFECTION		1	1
PATTERN CARDS FOR COLORED BEADS		1Bx	1
PADDLES (Paddle Tennis)		1	2
PAINT:			
Water Color		3	3
Finger		2	2
PAPER CLIPS		1Bx	1
PEGS		1[illegible]	1
PEG BOARD		5	5
PITCH 'N POP		1	1
PLAY DOH		8	8
PLAY TUNNEL		1	1
POUNDING BLOCK		3	4

MARION PARK

	77	78	79
PUZZLES:			
Multi Ethnic people		1Bx	1
Finger tip		4	3
Large body		1	1
Animal		1	1
Wood		3	1
Puzzle Blocks		1	1
Ducks		1	1
Cop		1	1
Clown		1	1
PARACHUTE		1	1
PEG WOODS		2Bx	2
POGO STICK		1	1
RECORD PLAYER		2	2
RING TENNIS RINGS		2	1
ROCK A STACK		2	2
ROPE:			
Climb		1	1
Hank		1½	1½
Long		20	15
Agility		2	2
SCOOTER BOARDS:			
Small		2	2
Long		1	1
SHAKE & MATCH		1	1
SORTING CARD SETS		1Bx	1
SCOOP BALL RACKETS		2	2
SCREW DRIVER		1	1

	77	78	79
SEE QUEES:			
Caterpillar to Butterfly		1	1
Brush Teeth		1	1
Humpty Dumpty		1	1
Journey of Letter		1	1
SEE & SAY		1	1
SEEDS		2	2
SHAPES, COLORS, FORMS		1	1
SHAVING CREAM		5	5
SHELF		1	1
SHOE LACER		2	2
SHIRT		1	1
SHUTTLECOCKS		3	3
SCISSORS		3	3
SKATES		1	1
SPACE RUG		1	1
SOAP		1Bx	1
SOCKER BOPPER		2	2
STICKS:			
2"		10	10
4"		9	8
6"		9	8
STACKING BARRELS		1	1
STOCKING PADDLES		5	5
STRING		1	1
SUPERFLEXION		1	1
STAPLER		1	1
SCIENCE SEQ. CARDS:			

MARION PARK

	77	78	79
Simple		1	1
Complex		1	1
TABLE TENNIS PADDLES		2	0
TEE		1	2
TENNIS BALLS		4	4
TENNIS PADDLES		1	0
TENNIS RACKETS (Plastic)		4	4
TETHER TENNIS BALLS		3	4
TEXTURE FINGER TIP TRAINING		2	2
TEXTURE PERCEPTION KIT		1	1
TILE		11	11
TIMPLETS		1 ENV	1
TIPSY TEA CUPS		1	1
TIRE		1	1
TONKA TRUCKS		4	4
TOUCH & TELL FINGERTIP TRAINING		2	2
TOWELS		2	1
TRAMPA		1	1
RAILS (for trampa)		1	1
TRASH CAN * (2 Belong To M.P.)		1	3
TRAY (Mess & Play)		2	2
TRICYCLE * (One Belongs To Boykin)		1	1
TWIST 'N TONE (TWIST BOARD)		1	1
TAPE DISPENSER		1	1
UP & DOWN		1	1
UTILITY KNIFE		1	1
WATER COLOR PAD		2	2
WAGON		2	2

INVENTORY OF PROJECT S.T.E.P.
EQUIPMENT & SUPPLIES
MARION PARK

	77	78	79	8
WHEEL BARROW (Plastic)		1	1	
WHISTLE		2	2	
WHOLE/PART LOTTO		1	1	
XYLOPHONE		1	1	
YARN BALL		6	6	
ZIP LOCK BAGS		1bx	1	
ALUM. PANS		8	8	8
BARRELS OF MONKEYS				2
BROOM (Play)		1	1	1
CARPET SQUARES			100	10
CARPET SWEEPER (Play)		1	1	1
CHANGEABLE CHARLEI (face)				2
CLOCK		1	1	1
CREEPING RUG				1
DON'T SPILL THE BEANS (Game)				1
ETCH A SKETCH				1
FUN TUNNEL (Barrel)		2	2	2
GEOMETRIC DOMINOES				1
HEATERS		2	2	2
HULK TARGET GAME				1

EQUIPMENT & SUPPLIES
MARION PARK

	77	78	79	80
LADDER (Alum., Triangle)		2	2	2
MR. POTATOE HEAD				1
PEG & BOARD (Large)				1
PUZZEL TRAYS		6	6	6
PUZZLES:				
House		1	1	1
Truck		1	1	
Car		1	1	1
Sesame Street				1
Farm				1
Easy				
School Bus				1
STATIONARY BIKE				1
STOPWATCH (JoAnne)		1	1	
TEES (Bolf)		1bg	1	1
TELEX COMMUNICATION RECEIVER				1
TELEX WIRELESS MICROPHONE				1
TIC TAC POP				1
'TIME OUT' BOARD		1	1	1
TWISTER				1
TROUBLE				1
WALKING STILTS				1s
VACCUM CLEANER				1

MARION PARK

RECORDS:	77	78	79
Rhythms for Today - Album No. 29 1 & 2 * At C.O.		1	1
Contemporary Music - LP 1134 * At C.O.		1	1
Physical Fitness - LP 2060 * At C.O.		1	1
Rhythm Records - RRC 703 * At C.O.		1	1
Rhythm Records - RRC 803 * At C.O.		1	1
Rhythm Records - RRC 2203 * At C.O.		1	1
Rhythm Activities - Volume 1 - #16756 * At C.O.		1	1
Listening & Moving - LP 606-7- 1 & 2 * At C.O.		1	1
Classroom Materials - Classroom Rhythms - CM 1037 * At C.O.		1	1
Learning As We Play 7659 * At C.O.		1	1
Kimbo Kids - Kimbo LP 1066 (Vol. 2)		1	1
Sing A Song of Action - LP Album 3060 1 & 2 * At C.O		1	1
More Learning As We Play R 796 1 412		1	1
Get Fit While You Sit - AR516		1	1
Finger Games - LP No. 506		1	1
Classroom Materials - Finger Play Songs & Games Vol. 1 & 2 CM 1043		1	1
Coordination Skills - LP Album 6050 Vol 1 & 2		1	1
Rhythm Record - Action & Imitative RRC 103		1	1
Exercise is Kids Stuff LP 2070		1	1
Classrooms Materials CM 1051		1	1
Rhythm Record - Words & Movement - RRC 1203		1	1
Early Childhood Rhythms - Songs - Skills - LP 7012		1	1
Sensorimotor Training in the Classroom AR 532		1	1
Listening & Moving LP 605		1	1
Rhythm Stick Activities - AR 55		1	1
Everyday Skills - LP 7016		1	1
Carpet Square - MH 31		1	2
Sing Action Games LP No. 507		1	1

MARIO PARK

RECORDS:	77	78	79
Dev. Body Space Perception Motor Skills - CM 1056 Album 1		/	/
Basic Concepts Through Dance - EALP 601 Body Image		/	/
Basic Concepts Through Dance - EALP 603 Position in Space		/	/
Listening & Moving - AR 656 Vol. 1 & 2		/	/
Listening & Moving - AR 658 Vol. 1 & 2		/	/
Listening & Moving - AR 657 Vol. 1 & 2		/	/
Rhythm Record - Words & Movement - RRC 1203		/	/
Let's Play Zoo - 1-802A - 2 802-B		/	0
Action Songs - LP Album 3080 Vol. 1 & 2		/	/
Everyday Skills LP 7016 (Through Movement & Songs)		/	/
To Move is to Be - LP 8060 & Book		0	/
Getting To Know Myself - AR543 * at C.D.		0	/
All American Dance Winners - AR 38 * at C.D.		0	/
Learning Basic Skills Through Music AR 526 - Vol. III * at C.D.		0	/
Hokey Pokey * at C.D.		0	/
Finger Play Vol II 1046 * at C.D.		0	/

PARENT LAB EQUIPMENT

RCA XL - 100 Solid-State Color TV
Model No. - JA970W
Serial No. 827540754

NEC Color Video Cassette Recorder
Model No. VC - 8307
Serial No. 388042

Dukane Cassette and filmstrip Viewer
Model No. 281B
Serial No. 786828

Wireless Microphone Telex

Receiver Telex

Camera

Charger for Microphone & Receiver Telex
Catalog 17335-001
Serial 11082